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ABSTRACT

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to make Native American junior high school students aware of cooperative skills and of the cultural and economic context within which careers exist. Focus is on the subject areas of social development and health. The activities contained in the unit are titled as follows: You and Your Community, Native American Culture, How Native Americans Have Helped America Grow, How Have Different Ethnic Groups Helped America Grow? Looking at Parts of the World, and Part of the Universe. Each activity includes objectives, suggested teaching procedures, and student exercises, e.g. readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included along with an answer key. (A guide for the whole twelve-unit program is also available--CE 014 035.) (TA)

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ED147596

PART OF THE WHOLE WORLD

Native American Career Education Unit

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This document is one of a series of teaching/learning units dealing with Native American Career Education. The titles of all individually available documents in this series appear below:

Career Awareness units
Part of the Whole World
Cooperation
From Idea to Product
The Community
The Community in Transition

Career Orientation units
Putting Your Money to Work
Living with the Land
Working for the People

Career Exploration units
Planning
Putting It All Together
Getting Ready for Jobs
The Career Fair

and

Native American Career Education,
A Curriculum Guide

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Foreword

The Native American Career Education Program consists of twelve units designed to address the specific needs and aspirations of Native American students. It includes teacher and student materials, evaluation materials, and a Curriculum Guide.

These units employ a variety of learning activities. They are designed to: 1)bridge the gap between traditional and technological societies by identifying the parallels between them and exploring the values they represent; 2) create an understanding of the economic context within which career choice takes place; 3) foster personal and interpersonal skills necessary to function in the world of work; and, 4) develop career exploration skills.

Development has been based on the recognition that the needs of Native American communitites differ greatly from those of the larger American society. In these communities, as in third world countries, problems are not due to a lack of natural resources, but rather to a lack of meaningful development of human resources which would allow for additional economic development and self-determination of Native American communities.

In order to identify and meet these needs, information has been gathered from Native American communities, students, teachers, and tribal groups, and the materials have been developed with the guidance of an advisory committee of Native Americans.

This project was supported by the Curriculum Development Branch of the U.S. Office of Education.

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Preface

Career Education is extremely important to Native American students because they must be aware of the myriad of careers available for pursuit. In addition they must be aware of the areas of study necessary to prepare one for any given career at an early age and grade level.

In order to prepare Native American students for Career Education, this unit was developed as an introduction which presents a positive image of America's first people. It is indeed thought-provoking to read it, and feel pride in one's heritage as the Native American contributions to medicine, fashion, and food are tallied. As one learns of past contributions, one realizes that Native Americans must continue in their development and contributions to American Society. This development can come primarily with the development of our youth and the contributions they can continue to make in this multi-cultural society.

The approaches and activities developed in this unit are especially refreshing, as they allow for full participation and thought on the part of students and allow them to exhibit their experiences and knowledge to others.

Joy Hanley, Navajo
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Contents

This book includes all information and student materials needed for the unit, "Part of the Whole World." In some activities, students will be asked questions which they must answer in writing. Many of these questions have no single "right" answer. For your convenience, some sample answers have been printed after each set of reproduced questions.

At the end of this guide, you will find an annotated resource list. This has been included to help you locate good, appropriate audio-visual materials in order to stimulate student interest in the unit and to enrich their individual learning experiences.

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An Overview of the Unit

General Purpose

Part of the Whole World is one of twelve units in the Native American Career Education program. The general purpose of this unit is to help Native American students better understand their own unique culture and its relationship to other cultures. This understanding will form the basis for later study in this program of the way that culture influences career choice.

Goals and Objectives

In this unit, there are six activities. Each activity has a specific goal and a specific objective. These are as follows:

Activity 1: You and Your Community

GOAL:	To introduce the idea that an individual belongs simultaneously to a series of groups of increasing inclusiveness, from his own family to the world, and that each of these groups, like individual people, has both unique characteristics and similar basic needs.
OBJECTIVE:	Students will identify their families, communities, clans and/or tribes; race, and culture area; list four basic need areas shared by all human beings; and identify and locate on a map their own community.

Activity 2: Native American Culture

GOAL:	To help students understand some of the similarities and some of the differences among cultures in the world
OBJECTIVE:	Students will study and compare the major culture areas in the world.

Activity 3: How Native Americans Have Helped America Grow

GOAL: To help students recognize some of the important contributions that Native Americans have made to American culture

OBJECTIVE: Students will describe some Native American contributions to the world.

Activity 4: How Have Different Ethnic Groups Helped America Grow?

GOAL: To help students understand that every ethnic group in America has contributed something important to American culture

OBJECTIVE: Students will identify major ethnic groups in the United States and list some contributions that each group has made to American culture.

Activity 5: Looking at Parts of the World

GOAL: To introduce the idea that the world is divided into a number of geographical areas whose people are alike in some ways and different from each other in others.

OBJECTIVE: Students will identify major geographic areas of the world, and list and compare some characteristics of the cultures in each.

Activity 6: Part of the Universe?

GOAL: To enable students to pull together and review what they have learned about ways in which all people are both unique and the same.

OBJECTIVE: Students will give thoughtful answers to questions about what people on earth are like.

OVERVIEW

Summary

In this unit, students will be asked to work together in small groups to gather information and produce materials for a class bulletin board. The theme of this bulletin board is cultural geography--What different peoples are like and where they live.

In preparing the bulletin board, students will be involved in many different kinds of activities designed to increase their cultural awareness. These activities include reading, research, worksheet exercises, small group discussion, written reports, and design work. The subject areas to which these activities relate include *social studies* (geography and anthropology), *language arts* (report writing) and *art* (preparation of a display).

Throughout the unit, students should be encouraged to discover information for themselves. The role of the teacher, therefore, should be that of a coordinator and guide. The students may need some extra help in locating sources of information. If necessary, appropriate books and research materials should be furnished in the classroom itself.

The students may also need some extra help in designing the bulletin board. Since the purpose of this display is to present information, the project should not be viewed primarily for its artistic merit. What is important here is that the information is clear and the relationship between the different sets of information is visually evident. Students should be encouraged to make the bulletin board colorful and attractive. The teacher should allow each group as much freedom as is conversant with coordination with the needs of the others.

There are some questions which the teacher will have to use his or her knowledge of the students to decide. Should the students always work in small groups? Are there times when the students would benefit more from an activity by working alone? Should the worksheet exercises be given to the class as homework assignments or as activities in the classroom? Should the research be done in the classroom, in the school library, or outside of school? How much supervision do the students require? All units in the Native American Career Education program should be tailored to meet the interests and needs of the individual students in the class. Be flexible therefore; shape the unit so that it best suits you, your students, and the amount of time which is available.

Masters for student exercises, readings, etc., are included in the appropriate sections of this unit.

This unit should take somewhere between 4 and 6 weeks.

Teacher's Note: Discussions

At various points in the instructions you will find recommended questions for discussion. It is not essential that responses to these questions be elicited from the class. With students who are not used to responding verbally, trying to get a general class discussion going may be more frustrating than useful. There are, however, a number of alternative approaches.

The simplest of these is to simply talk about the questions, their implications, and some possible answers, in a general way--an informal lecture, in fact. Where time allows, you may ask students to discuss questions with their workgroups. If student's writing skills allow, you may have them write answers.

Materials

For this unit, you will need:

- a map of the area in which your school is located--city, reservation, etc *
- a large area of wall, bulletin board, or blackboard on which to put the display and, if necessary, enough paper to cover it;
- pictures of your town or the surrounding area;
- a map of your state;*
- a map of the United States;*
- pictures of Native American arts and artifacts;
- books, pamphlets, or other materials with pictures and information about native American culture, ethnic groups, world cultures and geography. See the Bibliography, p. 122 of this Guide, for suggestions;
- 2 maps of the world;* (one contour, one with countries marked)
- a poster showing the earth as seen from the moon is desirable though not required;
- crayons, colored map pins, drawing paper, colored yarn, construction paper, and other art supplies for making a bulletin board;
- extra notebook paper.

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*If possible, maps should be at least 2 and 1/2 by 3 feet in size. They should also be replaceable so that the class can mark on them. If the maps cannot be replaced, cover each one with a clear sheet of plastic on which the students can mark.

Introducing the Unit in Class

Reading the Poem

Read the poem by David Martin Nez to the class (p. 8). If you wish, reproduce copies and hand them out. Afterwards, encourage the students to discuss what they think the poem is saying. Suggest possibilities such as: 1) that it is important to learn what other cultures have to offer; and, 2) that it is important to understand and preserve the beauty of one's own culture.

Introducing the Program

When the class has discussed the Nez poem, write the words *Native American Career Education* on the blackboard. Ask the students to discuss what they think this phrase means. If they have trouble getting started, help them by breaking the concept into parts. Ask questions that will lead the class step by step to a general understanding of the ideas involved.* Students should be encouraged to work together in small groups to answer questions like these:

1. What is an American?
2. What is a Native American?
3. What is a career? Can you name some examples of different types of careers? Are there any careers which interest you right now? How do people get started in careers?
4. What do you think that career education is?
5. What do you think that career education for Native Americans is? How might this be the same as career education for other kinds of Americans? How might it be different?
6. Why do you think we are going to study Native American Career Education now? How do you think that this type of education can play an important part in your life? What kinds of things do you think you need to learn about careers?

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*Depending upon your class, you may wish to rely less on discussion activities like this one. As an alternative, ask the students to answer the given questions in writing. Or, present the information here in lecture form.

Read aloud, or reproduce and hand out, the selection on p. 9 of this book called, "What Native American Career Education Is All About."

Afterwards, ask the students to discuss and expand on the ideas in the reading. Focus student attention on certain key ideas by repeating some of the earlier discussion questions. Ask, "How Can Native American Career Education play an important part in your life? What kinds of things do you think you need to learn about careers?"

Introducing the Unit

Divide the class into groups and ask them to discuss now what they think this unit is about. During the discussion, ask the students to review the suggestions which you wrote earlier on the blackboard. Encourage them to add to this list any new ideas that they have to offer.

Explain that *Part of the Whole World* is about different cultures. As so through the unit, students will be asked to think about their own Indian culture and how it relates to the other cultures around them. What careers people choose often has a lot to do with their own unique cultures. To understand how different careers relate to each other, therefore, students should begin by trying to understand how different cultures fit together.

On page 10 of this book, there is a section called, "What This Unit Is All About."

Read this or reproduce and hand it out to students to read themselves. As you review this material afterwards, concentrate on the fact that the main activity in this unit will be the preparation of a bulletin board which shows how Indian culture relates to other cultures in the world.

As you review the content of "What This Unit Is All About," you should also include the following four ideas:

1. In this unit, there are a series of exercises which contain questions. By finding the answers to these questions, the students will know what information to include in their display.

2. Although you will be advising them on where to find the answers to those questions and how to put the bulletin board together, the important decisions about the project will have to be made by them. It is *their* bulletin board, not yours.

3. The students will be asked to work together in small groups for many of the activities in this unit. There are two reasons for this. First, small group work has been found to be a good way of doing the types of activities which this unit involves and, second, small group work will expose the students to the kinds of group situations which they will experience on most jobs.

Review

Before beginning Activity 1, review what you have done so far in class. If you have introduced the unit successfully, the students should be able to supply a general answer for each of the following questions:

1. What does Native American Career Education mean?
2. What is the unit *Part of the Whole World* going to be about?
3. What will you be expected to do in the first part of this program?

These lines are taken from the poem "New Way, Old Way," published by The Writers' Reader, 1964, copyright 1969. Used by permission of the author, a former student at the Institute of American Indian Arts, Santa Fe, New Mexico, A Bureau of Indian Affairs school.

We shall learn all these devices

the white man has.

We shall handle his tools

for ourselves.

We shall master his machinery,

his inventions,

his skills,

his medicine,

his planning;

But we'll retain our beauty

and still be Indian.

David Martin Nez
"New Way, Old Way"

What Native American Career Education Is All About

All over the country, Indian students, parents, and communities are asking, "Where can we find good jobs?" For too long, too many Indians have ended up with poor jobs or no jobs at all. Career education is one way to change this.

Planning for a career should begin long before you actually start working. But what kinds of jobs are there? What are different jobs like? How do different jobs fit together? How do you find out which job would be best for you? Career education is one way to find the answers to questions like these.

Native American Career Education is a program that has been written especially for Indian students. Indians from many tribes have helped plan, write, and test this program to make it as useful as possible to you. Some of the activities may seem like games. That's because we think learning can be fun. Sometimes even work is fun!

Good luck!

What This Book Is All About

Who am I?

Who are you?

Are we the same, or different?

What is the world really like?

Where do I belong in the world?

Everyone asks questions like these. Understanding some of the similarities and differences among people from different places is a first step towards understanding how you can keep the best things from your own culture and still have a good career.

In this unit, your class will be putting together a bulletin board which will show how your Indian culture relates to other cultures in the world. You will find out what to put on the bulletin board by finding the answers to the questions in this book.

When you have finished this book, you should know:

1. something about yourself and your community;
2. something about Indian culture and how different Indian tribes have helped America grow;
3. something about where the major ethnic groups in the United States came from and what each group has given to American culture;
4. something about the different kinds of people in the world.

Activity 1. You and Your Community

GOAL: To introduce the idea that an individual belongs simultaneously to a series of groups of increasing breadth, from his own family to the world, and that each of these groups, like individual people, has both unique characteristics and similar basic needs.

OBJECTIVES: Students will identify their families, communities, clans and/or tribes; race, and culture area;
Students will be able to list four basic need areas shared by all human beings;
Students will identify the community in which they live and locate it on a map.

WHAT STUDENTS WILL BE ASKED TO DO

- On a private worksheet, answer questions about their affiliations, characteristics, and needs
- Work with work group to define basic needs shared by all men
- Discuss what a community is, and find or make a map of their own
- Begin work on the class bulletin board.

PROCEDURE

The purpose of this Activity is to begin to establish certain basic concepts in the students' minds, and to begin the part to whole progression of the unit by focussing on the smallest units--the individual and the people among whom one lives. By beginning with information which is already familiar to the student, it is hoped that their confidence in their ability to deal with the unit will be increased, and that the basic concepts being taught will stand out more clearly.

Insofar as possible, students should be encouraged to reason out these concepts for themselves, guided by the structure of the exercises and the examples and explanations provided by the teacher.

To prepare, read the instructions for this activity carefully and be try to anticipate what the answers for your class should be. Since they are on their home ground here, students should feel about their knowledge, however they may have ambivalent feelings about the validity of themselves and their environment as objects of study. If you have trouble getting them to participate in this first section, you may find it useful to bring in analogies from sports or other familiar activities, and point out that one must start with simple, familiar actions before trying the difficult ones.

Introducing the Activity

Explain to the students that there are two basic ways of learning something new--to read or hear about it from someone else, or to figure it out themselves on the basis of their own observations. Tell them that in this unit they will be encountering a lot of facts they may not have known before, but the basic concepts involved are things they can work out from their own experience.

They will end up talking about the whole world, but they will begin with its smallest parts--themselves as unique invididuals, and their own communities.

Exercise 1: Who Am I?

Pass out paper to students, or worksheets taken from the Masters on pp. 13-16, and read them the introduction on p. 13. To explain the first part of the exercise, you may want to give students two or three examples of how it could be done. You may describe yourself for instance, or other school personnel, or you may talk about imaginary students.

If you don't give students the worksheet, suggest the classifications it contains and explain what they mean. You may have to give additional examples and explanations of such groups as community, ethnic group, and continent. Encourage students to take this exercise lightly, and try and turn any embarassment to humor--the ideas will get across just as well. You may need to give students quick definitions of the following terms:

family--people who are related by blood, adoption, marriage etc. They live together or nearby, think of themselves as a unit, and can count on each other.

community--a larger group of people who may or may not be related who see each other often, live in the same general area, and who share social and business activities. In a boarding school, you may want to define the school as the community.

ethnic group--is a group within a race, defined by language, religion, nationality, way of life, etc... This classification is optional here.

race--It should be defined as all those people who share a common ancestry and cultural heritage. Offer students their choice of several if more than one is present in the class. Be sure and name all those represented, and explain it is quite possible to be descended from more than one.

geographical area--students may not be familiar with the idea of continents yet. You will need a map of the world to explain this. Make it clear which continent the United States is in without being too obvious.

planet--this should be good for some laughs, but you might refer to recent space explorations and the possibility that someday people may need to specify that they are Terrans, earthlings, or whatever.

EXERCISE 1 - WHO AM I?

If someone asked you to describe yourself, what would you say?

Would you say your name? Your tribe? Your race? Would you tell them where you live, or what you do? These are all ways to describe yourself. In this exercise, you will be asked to answer three kinds of questions about yourself:

What different groups of people do you belong to?
In what ways are you like other people?
In what ways are you not like other people?

Give the answers that are right for you. You don't have to show the answers to anyone unless you want to. But it will help you to understand the rest of this unit if you start thinking about these ideas now.

1. If somebody asked you who you are you would probably give your first or last name. What other names could you use to describe yourself? One way to think of names is to look at all the different groups of people you are a part of. Your teacher will suggest kinds of names you can list.
2. Now, write down all the ways you can think of that you are like other people. (hint: what things do you need that everyone else needs too?)
3. Now two people are exactly like each other. How are you different? Write down things you are good at here, add things you like.

WHO AM I?

I. Names

1. My name is: ______________________________

(put down your first and last name, name in your own language, nick-name or whatever you prefer)

2. My family is: ______________________________

____

____

(list the people you consider members of your family)

3. My school is: ______________________________

4. My community is: ______________________________

(name your town, the area you live, the nearest Indian center, or whatever location name you use for the group of people you see most often)

5. My (clan and) tribe or ethnic group are: ______________________________

____

6. My race is: ______________________________

(do you consider yourself Indian, white, black, oriental, some other or group, or more than one of these?)

7. My city, reservation, and state are: ______________________________

____

8. My country is: ______________________________

9. My geographical area is: ______________________________

(your teacher will name the areas on the map, and point out to where our country is located)

10. My planet is: ______________________________

II. Ways I am like everybody else:

1. Ways I look like everyone else

2. Things everybody needs to stay alive

3. Things I like that most other people like too--

III. Ways I am different from other people:

1. Ways I look different

2. Things I am good at

3. Things I am not so good at

4. Things I like

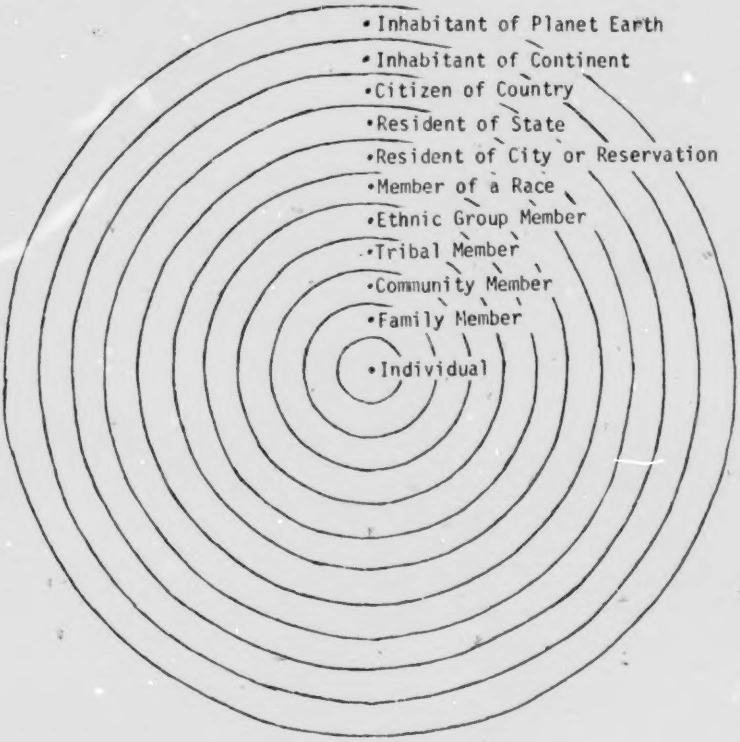
5. Things I don't like

The second and third parts of this exercise should require less explanation, although you may still find it useful to give examples of how the questions might be answered. Again, use the worksheet as a guide to what information the students might give, or reproduce it and give it to them.

Students should answer the questions as completely as they can, and keep the answers for use in Exercise 2, but as long as you can make sure they have tried to follow the directions, it will probably not be necessary to collect the papers. Certainly students need not share their reactions with each other unless they wish to.

Getting through this first exercise will probably require one class period. If students need longer, the second and third parts of the exercise might be assigned as homework or done in study period.

When everyone has finished, you may want to devote a few minutes to discussing the exercise. In summarizing, the first idea to stress is that an individual can be a member of many different groups (define himself in different ways) at the same time, depending on the situation. You might try clarifying this by drawing on the blackboard a diagram something like this--


•Inhabitant of Planet Earth
•Inhabitant of Continent
•Citizen of Country
•Resident of State
•Resident of City or Reservation
•Member of a Race
•Ethnic Group Member
•Tribal Member
•Community Member
•Family Member
•Individual

Then point out that each of these groups is both like and unlike all the others of its type. For instance, as students the individuals in your class have to learn the same basic material as students anywhere else--they all have teachers, tests, books, etc., but your school is also different from the others. Its location gives it special advantages and disadvantages, it has its own traditions and identity, its athletic teams are good at some sports and not at others, etc.

The same kind of comparisons can be drawn between individual people, and between all of the other kinds of groups--communities, ethnic groups, countries. All of them have certain things in common, and each of them has his, her, or its own unique contributions to make. Students will be studying some of these similarities and differences later in the unit.

Exercise 2: Basic Needs

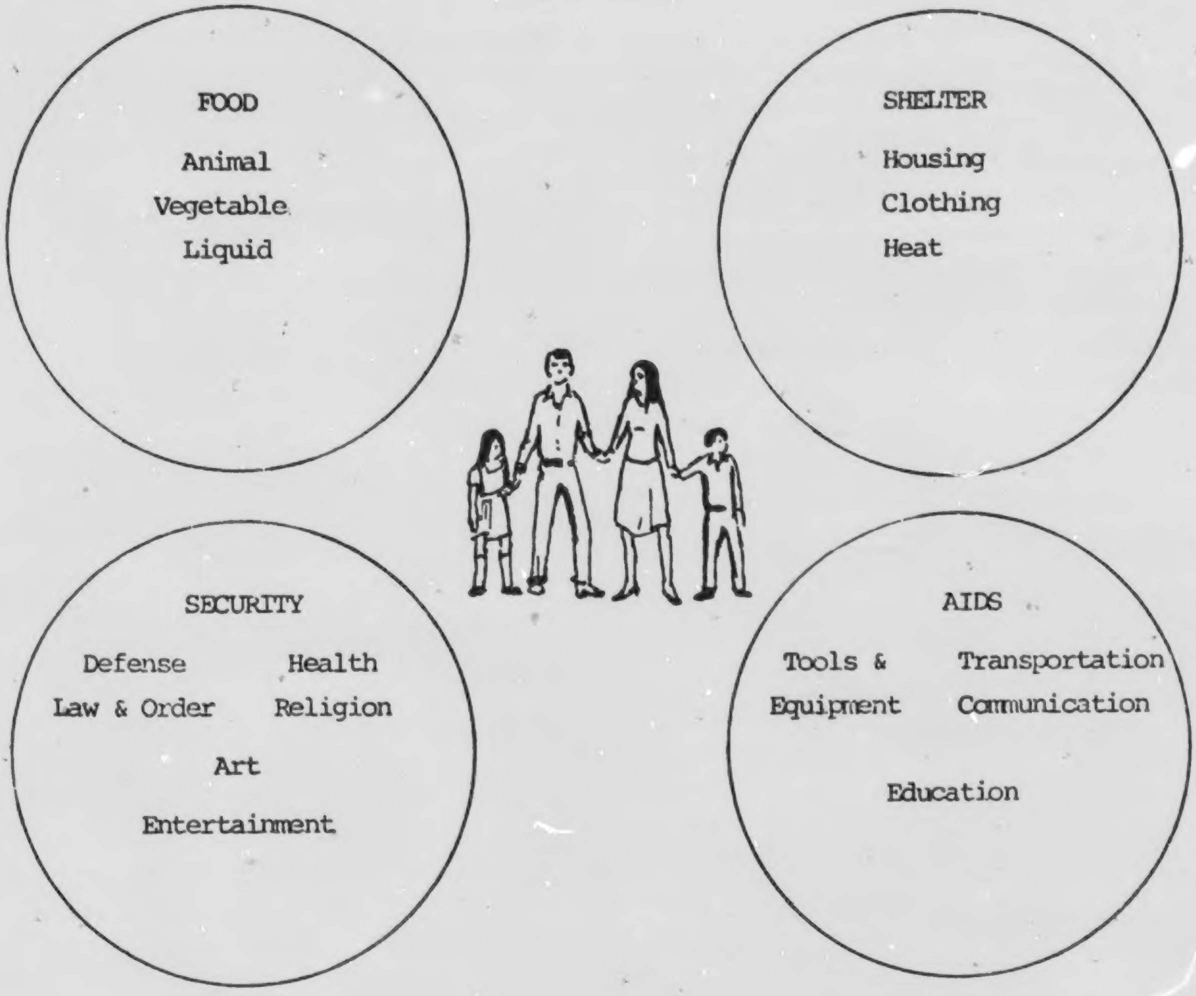
One of the most important concepts in this unit, and in all of the units in the Native American Career Education program, is the idea that there are certain basic needs which all human groups have to meet. The fact that they have to meet them means people have to work, hence have careers. The ways in which they meet them depend on the resources available and cultural attitudes governing their use.

For this exercise, divide students up into workgroups. There are a number of ways in which students may be divided up. If tribal representation allows, you may want to put people from the same tribe together. If you have other ethnic groups in your class, you may want to divide them up along those lines. If male/female relations in your class are particularly difficult, you may find it useful to separate boys and girls. On the other hand, you may prefer to mix everyone up as thoroughly as possible. However you divide them, try to have both good, average, and poor students in each group so that they can help each other. Your own knowledge of your students will be the best guide in forming workgroups.

Have them get out their answers to Exercise 1 for reference, and appoint one secretary for each group. The question which they are to discuss is what basic needs all communities share. Advise them to start out by listing anything they can think of, and gradually combine things which are similar (like vegetables and bread into food), until they have ten or twelve items.

EXERCISE 2: BASIC NEEDS

You and your classmates have just finished discussing some of the basic needs that all people have. The drawing below shows one way that these needs can be divided up.


FOOD
Animal
Vegetable
Liquid
SHELTER
Housing
Clothing
Heat
SECURITY
Defense
Health
Law & Order
Religion
Art
Entertainment
AIDS
Tools & Equipment
Transportation
Communication
Education

EXERCISE 3: YOUR COMMUNITY

If somebody asked you how to get to your school, or your house, or the nearest store, what would you tell him? Could you look at a map of your community and show him where to go?

In this exercise, your workgroup will be using maps to find out more about your community. Your teacher will be giving you materials to work with. Here are some of the things you can do:

- draw a bigger map which shows more streets
- mark on your map where everyone in your group lives
- mark on the map where all the important or interesting places are. like the school, social center, store, gas station, tribal office, etc.
- draw pictures, get photos, post-cards, etc., to show what your community looks like.

  (If you wanted someone far away to know what it's like where you live, what would you show them?)

Where do people in your community go to get food, entertainment, medical care, etc.? What makes your community special?

When they have had about half a period to work, stop the group discussions, and ask someone from each group to read off the list they have produced. Write down the suggestions on the board, grouping them according to similarity, and then, continuing to discuss them with the class, try boiling them down into the four main areas indicated on the diagram on p. 19 of the student workbook, to which students should be referred at the end of the discussion.

Try to illustrate your discussion of basic needs by asking or referring to the ways in which those needs are met in your community--thus, the discussion can shade naturally into Exercise 3.

Exercise 3: The Community

For this exercise, you will need a map of the community in which your students live (if you are in a boarding school, use the area of the city in which the school is located). If there are no local maps available, take a portion of a state road map and reproduce part of it.

If it is quite inadequate, the first task may well be for students to try and fill in or expand the map you have. Try and get some maps of other localities to serve as models.

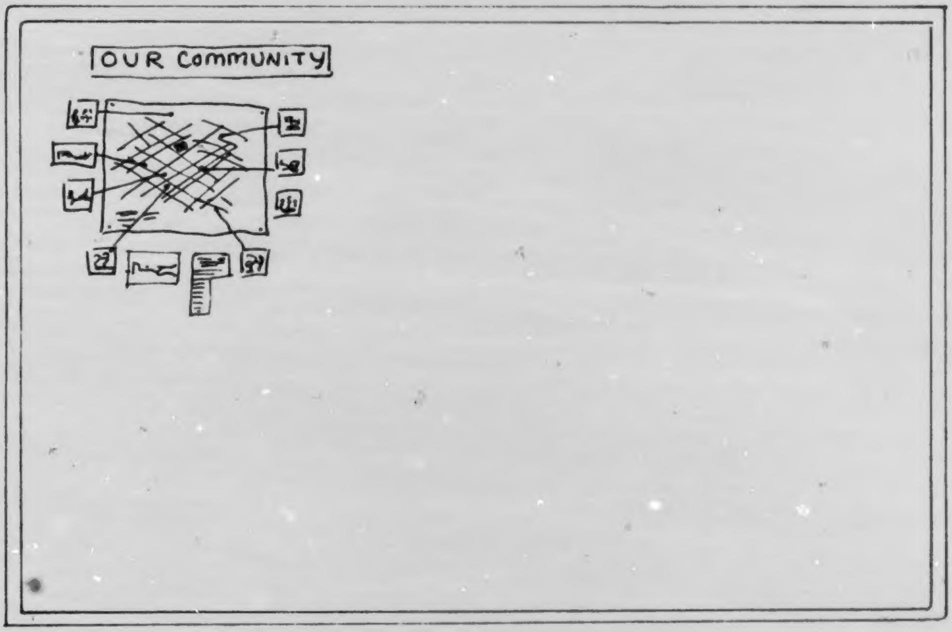
Students should then find out where their homes are located on the map and mark them as well as any major sites of interest, such as the school, tribal offices, social center, etc. They can also look for or draw pictures of their homes, the scenery around the community, favorite activities in the community, etc.

Exercise 4: The Bulletin Board

The learning experience that will serve as a link among all the Activities in this unit is the preparation of a class bulletin board. When students are well along in their investigation of their community, read the instructions below:

> The big class project for this unit will be to make a display. The display will show everything you learn about your community, about your tribe and other Indians, about the United States, and about the different kinds of people in the world.
>
> The first step is to get the display area ready.
>
> Your teacher will show you what area in the classroom you can use, and provide materials for a background.
>
> Different workgroups will get the background ready, choose where the different displays will go, make a community map that shows everything the class has learned, do more pictures for it, and put it all up.

From your knowledge of the capacities of individual students and workgroups you may suggest division of labor for this exercise. For instance, one group might be assigned to get the display area ready, another to prepare a version of the community map which incorporates the best features of all those prepared by individual workgroups, others to continue work on illustrations for it, and still another to plan where it should go and actually put it up.



Activity 2. Native American Culture

GOAL: To help students understand some of the similarities and some of the differences among the ten major Native American groups

OBJECTIVE: Students will identify major Native American groups and list some characteristics of each.

WHAT STUDENTS WILL BE ASKED TO DO

- Work in a small group, do research and answer questions about the ten major American Indian groups
- Listen to ideas about Native American culture
- Add information about Native American culture to the class bulletin board
- Review what they have learned in this activity

PROCEDURE

To introduce the activity, ask, "Do all Native Americans come from the same part of the United States? Do all Native Americans have the same exact culture?" Explain that, although Native Americans can be viewed as one ethnic group with one general culture, they can be seen also as ten different groups--each with its own unique way of living. Explain that in this activity the class will be asked to do research on the ten major Indian groups in this country.

Exercise 1: The Community and the Tribe

This exercise serves as a link between the students' study of their own communities and the more intensive exploration of tribal cultures which will be the topic in the second and third activities.

Begin by explaining to students that in the first exercise they will be writing down some information about their own tribes which will help them in later exercises. Encourage students to help each other find answers to the questions if they can. You may also want to let students take the questions home and get information from family and friends.

Hand out copies of the questions on the next page, and have students answer the questions from either Section A or Section B on the following page. Section A should be used if your students live on a reservation, at a boarding school, or in a single-tribe community. Section B should be used if students live in an multi-tribal urban setting.

Before students begin the exercise, you should discuss some of the words included in it which may be unfamiliar, particularly ethnic group and inter-tribal. Ethnic group was used in Activity 1 as well, so students should have begun to form an idea of its meaning. Make it clear that although everyone in a certain ethnic group is also a member of the same race, a single race may include a number of ethnic groups. For instance, the White, or Caucasian race, includes Italians, Poles, Basques, Jews, and many other groups. However, it is also true that in practice people tend to lump many ethnic groups together (all Northern Europeans are Anglos, all Central and South Americans are Chicanos, etc.). Tell students that they will be finding out even more about ethnic groups later on in the unit.

Inter-tribal can probably be best explained by analogy with inter-national etc. Urban students will probably be familiar with this idea already. Rural students may know of or have attended some intertribal gathering such as the one in Gallup.

A

1. What is the name of your tribe?
2. Where are your lands?
3. Has your tribe always lived on these lands? If not, where did the tribe live before?
4. For what arts or skills is your tribe best known?
5. Who runs your tribe?
6. What important people--past and present--have come from your tribe?
7. What kinds of jobs do tribal members do? What kinds of businesses are on your lands?
8. How does each member of the tribe help the whole group?

B

1. What tribe are you from?
2. For what arts or skills is your tribe best known?
3. Where did your family come from?
4. What are the major tribes in your community?
5. Does your community have an Indian Center or inter-tribal organization? Who runs it?
6. If the answer to #5 was yes, describe some of the programs going on.
7. What kinds of jobs do Indians in your community do?
8. How do members of the community help one another?

Exercise 2: Indian Culture Groups

With this exercise students will begin to encounter unfamiliar material. It is impossible to include complete descriptions of all Indian tribes or groups of tribes in this book, however there are a number of good sources available. Your task will be to locate such sources and make them accessible to students.

One general resource which is accurate, attractive, and readable, is The American Indian (special edition for Young Readers) by Oliver La Farge. It was published by Golden Press in New York and is available in paperback for about four dollars. Ideally you would have a copy for each workgroup, however, one per class can be used if assignments are staggered.

There are many other general books on Indian culture, and separate booklets about different areas may also be found. The BIA, for instance, puts out booklets on different tribes. If you don't have a book which discusses Indian culture areas as such, you can look for information about tribes in that area, histories of the states it includes, etc. Some schools may have filmstrips or movies about different tribes or groups which can be used.

Begin the exercise by explaining that today the class is going to be learning about ten basic Indian culture areas. Students probably are not familiar with the concept of culture. Explain briefly that this is a term which is used to cover all the ways in which a group of people are unlike other groups--it includes things like their language; religion; the way they dress, prepare food, build houses, etc.; the particular kinds of arts and crafts they like and how they do them; how they organize their towns or tribes or families; and all the other things that make them unique. An area of land in which there are a number of groups of people who are more like each other than they are like people in another area is a culture area.

Reports

Now hand out copies of pp. 27-29, have students read them and then look at the map. Try to have a large map of the United States which you can put up in front of the class and point to as you list the main culture areas. If your students are from one area, you may try and get them to start thinking about ways in which their immediate neighbors are more like them than Indians from another part of the country would be.

When students seem to have absorbed the idea of culture areas, assign each workgroup one or more areas to study. Each group should prepare a report on its assigned area(s). Leave students some options on division of labor in preparing the report, but you should also make suggestions on how to proceed.

EXERCISE 1. INDIAN CULTURE GROUPS

Your tribe is part of one of the most important groups in the United States, Native Americans, or Indians. But, just as there are many nations in Europe (each with its own language and its own ways) there are many Indian nations and tribes. Each has its own way of doing things.

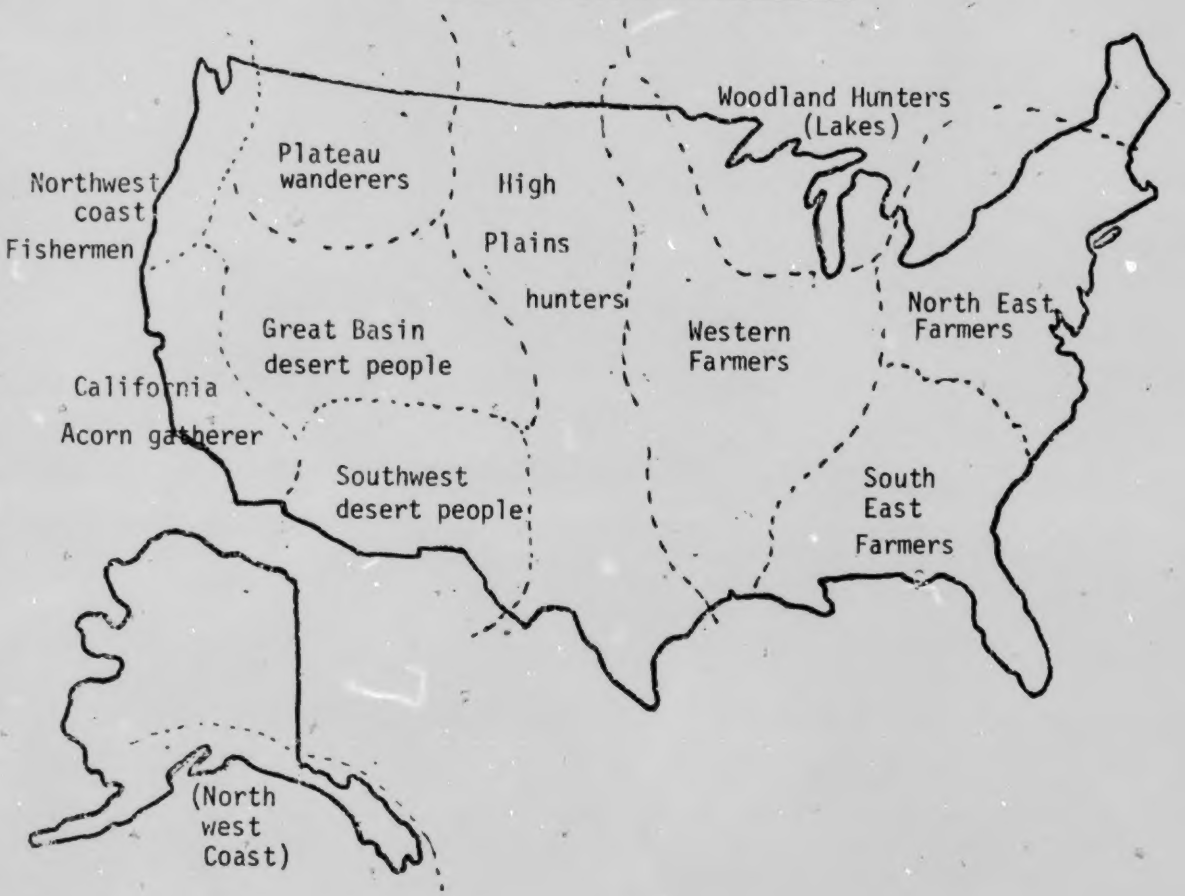
When people talk about Indians in the United States, they often divide them into ten main groups. The tribes in each group live or used to live in the same area of the country. They have different languages, but they are alike in many other ways.

On the next page you will find a map of the United States. It shows the general areas where each group lived. When you have looked at the map, each work group will take one or more of these areas and answer the following questions:

1. What is the group called?
2. What tribes live or lived in the area?
3. What kind of country do they live in (woods, desert, etc.)?
4. Did those tribes move around or stay in one place?
5. What kind of houses did they build?
6. What did they wear?
7. What were their best arts or crafts?
8. What did they eat?
9. What were their families like (who lived together in one house)?

There may be more than one answer to some of these questions, for different tribes in the area. You may also find out other interesting things about the tribes you are studying. Put them in your report too.

The Ten Indian Culture Areas


Plateau wanderers
High Plains hunters
Woodland Hunters (Lakes)
Northwest coast Fishermen
Great Basin desert people
Western Farmers
North East Farmers
California Acorn gatherer
Southwest desert people
South East Farmers
(North west Coast)

NATIVE AMERICAN TRIBES BY CULTURE AREA

NORTHWEST COAST
Fishermen

Bella Bella
Bella Coola
Comok
Kwakiutl
Nootka
Cowichan
Lummi
Skagit
Salish
Makah
Quileute
Chemakum
Quinault
Twana
Chehalis
Chinnook
Kwalhioqua
Wasco
Tillamook
Yaquina
Alsea
Kalapooia
Suislaw
Coos
Tututni
Tolowa

CALIFORNIA
Acorn gatherers

Yurok
Karok
Wiyut
Hupa
Shasta
Wailaki
Achomawi
Atsugewi
Mattole
Kato
Yuki
Pomo
Wappo
Wintun
Miwok
Maidu
Yokut
Costanoan
Salinan
Chumashan
Chemehuevi
Serrano
Chumashan
Cahuilla
Gabrieleno
Luiseno
Diegueno
Laguna

PLATEAU
Wanderers

Methow
Kalispel
Spokan
Coeur-D'Alene
Palouse
Nisqualli
Cowlitz
Yakima
Cayuse
Nez Perce
Molala
Umatilla
Klikitat
Klamath
Modoc
Tunahe
Pend-D'Oreilles
Flathead
Bannock

GREAT BASIN
Desert people

Shoshone
Paviotso
Gosiute
Washo
Mono
Ute
Paiute

SOUTHWEST
Desert people

Walapai
Yavapai
Mohave
Maricopa
Cocopa
Yuma
Pima
Papago
Hopi
Zuni
Navajo
Keres
Apache
Rio Grande Pueblo

HIGH PLAINS
Hunters

Arapaho
Kiowa
Comanche
Apache
Blackfeet
Gros Ventre
Assiniboin
Crow
Cheyenne
Sioux (Dakota)

WESTERN (PRAIRIE)
Farmers

Hidatsa
Mandan
Arikara
Ponca
Omaha
Pawnee
Wichita
Tawakoni
Kansas
Missouri
Osage
Kickapoo
Iowa
Shawnee

WOODLAND HUNTERS
Lakes

Medominee
Santee Soiux
Fox Sauk
Winnebago
Chippewa
(Ojibwe)
Potawatomi
Ottawa

NORTHEAST
Farmers

Huron
Tobacco Nation
Honiasont
Mosopelea
Monteon
Saponi
Monacan
Pamumkey
Tutelo
Mattaponi
Eno
Erie
Mohawk
Oneida
Onondaga
Cayuga
Seneca
Munsee
Pennacook
Massachusetts
Pocomtuc
Wampanoag
Pequot
Narragansett
Mohican
Montauk
Delaware
Susquehanna
Nanticoke
Powhatan
Nottoway

SOUTHEAST
Farmers

Kashinampo
Chicasaw
Chocktaw
Quapaw
Houma
Tunica
Caddo
Yazoo
Koroa
Chitimacha
Atakara
Taensa
Natchez
Biloxi
Creek
Koasati
Alibamu
Ychi
Cherokee
Hitchiti
Apalachee
Cheraw
Catawba
Wateree
Santee
Cusabo
Yamasi
Guale
Pamlico
Tuscarora
Waccamaw
Timucua
Ais
Tekesta
Calusa
Seminole

If your students are very able, and resources are plentiful, all of them should be asked to answer all the questions. But if they have reading or writing difficulties, you can cut down on the labor per student by suggesting that each member of a workgroup work on one of the questions. The results can be transmitted orally or in the form of notes to whoever in the group is the best writer, who will then compile the report. The object is to expose all the students to the information, rather than give each one composition or research practice (although that can be an additional objective if you wish). If students find additional information on their areas which would enhance the report, they should be encouraged to include it.

Encourage students to draw or cut out pictures to illustrate their report. When it is completed, each group, or a representative thereof, should describe the area it has studied to the rest of the class.

Sample answers to the questions, by culture area, are included in this book on pp.34-43. You may use them as a guide to assessing student reports, or as a source of essential information that may not be available elsewhere, or let students use them themselves to correct and amplify their reports.

Discussion

When each group has made its report, help the class to form a coordinated picture of what has been learned by discussing the following points.

1. Environment and Culture. One of the basic needs that students identified in the first activity was shelter. It should be clear from the group reports that not all Indian tribes built the same kinds of houses. Try and get students to use what they have learned about the geography and culture of the areas studied to reason out why the kinds of shelter were different. For instance, people who lived where there were many trees with thick bark made frame houses covered with bark. This includes--those Indians who lived in the northeast, the southeast, and around the Great Lakes. In the northwest, there were trees whose wood was easily worked--the cedar and redwood--so these tribes used the wood itself. In the plains and southwest, however, there were few trees, and the people built with the most common material, earth. When the coming of the horse made a more nomadic life both possible and profitable, the plains tribes used buffalo hide to make portable homes. In the Basin and California areas, raw materials of any kind were scarcer, and houses of brush were made. These represent a number of extremely imaginative ways of solving the problem of shelter.

2. Family structures were equally varied. The Iroquois built communal dwellings--the longhouses, where many related families lived together. The Pueblo Indians built what were essentially apartment houses. In the plains, however, a tepee would hold a man, one or more wives, and their children. In general, family structure seemed to have depended on how many people a house would hold. In most cases, families were multi-generational--that is, they included the grandparents.

3. Most tribes were noteworthy for the high development of some particular art or craft. The nature of this art or craft depended on the raw materials available in the tribe's area. (If possible, show a film or slide here.)

4. Relate what students have learned in Activity 2 to Activity 1 by pointing out that the differences in the culture groups are basically differences in the way they meet their basic needs. Summarize, or get students to summarize, how the four basic needs were met in a number of different tribes.

Exercise 3. Class Bulletin Board: Indian Culture

Now that you have learned something about the different Indian culture areas, it is time to add to the bulletin board.

Your teacher will give you a map of the United States with the culture areas marked on it. Each work group will have the job of putting up its report and any pictures it has made or found with a string, arrow, etc. pointing to the area of the country to which they belong.

You should also check newspapers, magazines, etc. for anything about Indians or Indian culture. Now, and as you go through the unit, keep adding to the display.

One thing you should be sure and put on your map is where all the tribes represented in your class are located.

Read the instructions and then discuss the assignment with the class to be sure they understand what they have to do.

In this exercise, students will be creating a display which illustrates the ten Indian culture areas. Begin therefore, by giving the class a map of the United States on which you have outlined the areas. If possible, use a map which has the different Indian reservations marked (this can be used in Activity 3 as well). A good map of this kind, called "Indian Land Areas" is published by the U. S. Department of the Interior, Bureau of Indian Affairs. It is available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, for 90¢.

Another good map is published by the National Geographic Society. One side is titled "Indians of North America," and has pictures, culture areas, and tribes (except for Western Farmers (Prairie) which you would have to add in). The other side is called "North America before Columbus," and features a relief map with all the archaeological sites labeled. The only problem with this map is that you will want two so both sides can be displayed. It is available for $2.00 from the National Geographic Society.

Whatever map you use, the students' task will be to display their reports, illustrations, and any other material they can find, around it. Each work group should be given the job of putting up the material on the culture group(s) they studied.

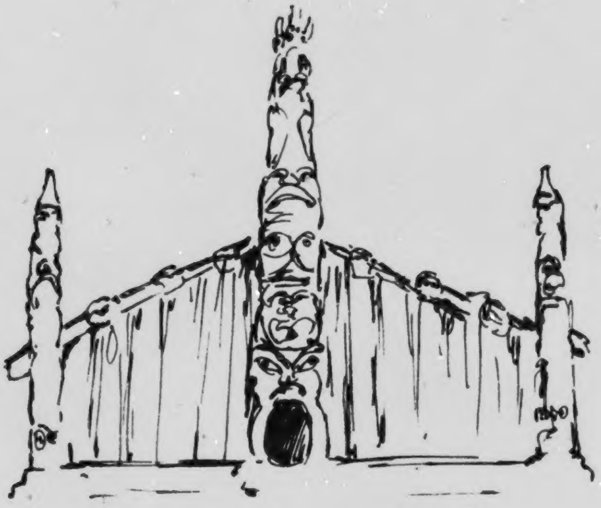
If your school is located in an area dominated by one or a few tribes, you should add a class project of research into those tribes and their culture. This material should be used for a separate display which can be placed on the bulletin board between the Community, and Native American culture, displays. Otherwise, students should be encouraged to bring in extra material about thier own tribes. You may ask them to write up reports on their own tribes (based on the questions in Exercise 2) for extra credit.

Review

Ask the students to do the review questions on p. 33 . You may have students write answers as a class or homework assignment. Be sure they are clear on what they are to do. Afterwards, discuss the questions, using the sample answers on p. 44 of this book as a guide.

The main point students should have understood is that Indian tribes in this country can be divided into a number of groups, each of which is similar to the others in some ways, and different in others. Advise students on whether or not to do the extra credit question depending on how much information you think they have on their own tribes. If they are really interested, you might make this question the basis for an extra homework report.

Additional resources which may be used with this activity are listed on p. 110.



REVIEW EXERCISE

Take a separate sheet of paper and answer these questions:

1. a. List the tribes which have members in your class.

   b. Next to each tribe, write the state or part of the country where its lands are.

   c. Next to that, write down what culture group each tribe is in.

2. Which of the following are not Indian culture groups?

   a. Western Prairie Farmers
   b. New England Puritans
   c. Northwestern Fishermen
   d. Southeastern Plantation owners
   e. Southwestern Desert Dwellers
   f. California Acorn Gatherers
   g. The Iroquois League
   h. Plateau Wanderers

3. a. If a tribe of Indians lived in an area where there were many big trees and a cold climate, what kind of houses do you think they would build?

   b. If they moved to an area where the trees were smaller and fewer, how would the kind of houses they built change?

4. If a tribe's most famous arts and crafts are shellwork, basketry, and featherwork, which of the following areas do you think they probably live in?

   a. an area where there are many big trees, lakes, and deer.
   b. a desert area where there is good clay and some small bushes and grasses.
   c. an area near the coast where there are bushes and grasses and many birds.
   d. an area near the coast where there are many big trees.

5. List four ways in which one culture group may be different from another: (example--they may eat different kinds of food)

   Extra Credit:

6. How did people in your tribe meet their basic needs for:

   a. food
   b. shelter (includes clothing)
   c. security (protection, health/religion, art and entertainment)
   d. aids (tools, transportation, education)

EXERCISE 2. INFORMATION SUMMARIES FOR REPORTS ON INDIAN CULTURE AREAS

1. NORTHWEST COAST - Fishermen

2. Bella Bella, Bella Coola, Comok, Kwakiutl, Nootka, Cowichan, Lummi, Skagit Salish, Makah, Quileute, Chamakum, Quinault, Twana, Chehalis, Chinnook, Kwalhioqua, Wasco, Tillamook, Yaquina, Alsea, Kalapooia, Suislaw, Coos, Tutuni, Tolowa

3. The northwest coast has big mountains, with great forests of pine, cedar, and other evergreens, which extend to the edge of the coast. There are many harbors and inlets, rivers, and other good fishing areas. There is a great deal of rain, and fog. The climate in general is cool and damp.

4. These tribes had permanent villages.

5. The Indians in this area built strong houses out of wood, usually cedar.

6. Their clothing was made out of deer or seal skin, pounded bark, dog or mountain-sheep wool, shredded cedar bark, and basketry (hats).

7. Northwest coast Indians are famous for their carved and painted wood totem poles and other wooden objects. They also were fine weavers, basket makers, painters, and stone carvers.

8. Most of their food came from the sea. They caught all kinds of fish, especially salmon, and sea mammals such as seals and whales. They also gathered berries and roots, and did some hunting of birds, deer, bear, mountain goats, and elk.

9. The house belonged to the most important man in the family. A great many other relatives as well as his children were likely to live there.

1. CALIFORNIA - Acorn Gatherers

2. Principal tribes include: Tolowa, Hoopa, Wailaki, Yurok, Yuki, Shastan, Yana, Yahi, Karok, Pomo, Salinan, Chumash, Yuma, Diegueno, Mohave, Wintu, Maidu, Miwok, Costanoan, Yokut, Modoc, Mono, Paiute, Serrano, Gabrieleno, Luiseno.

3. The vegetation of California varies from forests in the north and east to grassy hills and valleys in the middle and brush-covered hills and desert in the south. The most important kind of tree is the California live-oak, whose acorns can be eaten.

4. Most of the California tribes moved their villages from time to time within a fixed territory.

5. House types ranged from brush laid over a stick framework, which might or might not be partly subterranean, to plank houses in the north.

6. The warm climate required few clothes. Women wore skirts of leather or bark, sometimes trimmed with shells, and basketry hats. Men wore breechclouts. Both wore robes woven from strips of rabbitskin in cold weather, and sandles for long journeys. Elaborate feather headresses were worn for dances.

7. California Indians were famed basketmakers. Their work often featured elaborate patterns, or feathers or shell ornaments were attached.

8. The staple food of California was acorn meal. Various other wild vegetables were also gathered, and deer, waterfowl and shellfish where available were used.

9. Houses could be made large enough to accommodate grandparents, parents, children, and in-laws, and often did.

1. PLATEAU - Wanderers

2. Methow, Kalispel, Spokan, Coeur D'Alene, Palouse, Nisqualli, Cowlitz, Yakima, Cayuse, Nez Perce, Molala, Umatilla, Klikitat, Kalamath, Modoc, Tunahe, Pend D'Oreilles, Flathead, Bannock.

3. The plateau country is generally high and dry, varying from mountains to plains. A few rivers run through it, but trees, grass, and other vegetation are scattered.

4. Each tribe had a territory over which its people wandered in small groups or bands. In some areas enough food could be gathered so that the people would all get together for the winter and form a village. The whole tribe might also get together for a great antelope hunt once a year.

5. These people built small temporary houses of sticks, brush, and hides. After they got horses, some tribes learned how to build teepees from the plains tribes.

6. Other tribes made houses by covering a gabled framework with tightly woven mats.

7. Shirts, skirts, and breechclouts of buckskin decorated with beads, basketry hats, clothing from bark fiber and woven rabbit skin, salmon from the rivers, camas lily roots, rabbits, deer, small animals, antelope, wild seeds and roots.

8. Small family groups shared houses.

9. These tribes are most noted for beadwork and basketry.

1. GREAT BASIN - Desert People

2. Shoshone, Paviotso, Gosiute, Washo, Mono, Ute, Paiute.

3. For most of the year, small family groups would move from place to place, depending on the food supply. Once a year the whole tribe might meet for an antelope hunt, feast, and socializing.

4. The great basin is an area of mountainous or hilly desert. Small trees are widely scattered, and the most plentiful vegetation is brush.

5. Small temporary shelters of sticks, brush, and hides.

6. Where deer were plentiful, the people wore shirts and skirts of buckskin. However they also made clothing from rabbit and other small animal skins, robes of woven strips of rabbitskin, and basketry hats.

7. These tribes are most noted for fine basketry and beadwork.

8. Wild roots and seeds, small animals, deer.

9. Small family groups shared the shelters. Several such related groups might travel together in a small band.

1. SOUTHWEST - Desert People

2. Walapai, Yavapai, Mohave, Maricopa, Cocopa, Yuma, Pima, Pagago, Hopi, Zuni, Navajo, Keres, Apache, Rio Grande Pueblo.

3. The southwestern desert varies from extremely dry with scattered vegetation to less dry with some grassland and trees in the mountains. A few rivers run through it. In most areas at least some farming is possible.

4. Some of these tribes (Navajo, Apache) moved around within a specific territory, from summer to winter homes and back again. Others had permanent villages in places where there was enough water for farming.

5. The Apaches built wickiups of brush, hides, and sticks. The Navajos built hogans of earth and logs. The Pueblo tribes built permanent houses of stone or adobe, sometimes attached to each other like apartment buildings. The tribes in the southern desert built flat-roofed houses with poles and brush with some walls plastered with adobe and some open.

6. Clothing varied from very little to finely woven and embroidered cotton kilts,tunics, and shawls or buckskin skirts. After the introduction of sheep, wool was also woven (chiefly by the Navajo). Since the mid-19th century, many tribes have adapted their own versions of Anglo dress.

7. Arts practiced by tribes in this area include basketry, pottery, weaving, wood carving, jewlery and beadwork.

8. The most important food crop was corn, which was raised by most tribes in this area. However squash and beans were also important. Later some tribes began to grow melons and fruit trees. Deer and small game was also hunted.

9. In many tribes, a family consisted of a woman, her daughters, and their husbands and children. These people might all live together in a house, or in separate swellings near each other or connected. Other tribes were divided into small family groups headed by the fathers.

1. HIGH PLAINS - Hunters
2. Arapaho, Kiowa, Comanche, Apache, Blackfeet, Gros Ventre, Assiniboin, Crow, Cheyenne, Sioux.
3. The plains are an area of broad, rolling grassland through which some rivers run. Rainfall is variable.
4. Tribes in the high plains moved about a great deal, following the buffalo herds.
5. The tribes in this area developed the teepee, a portable tent of buffalo hide stretched on poles.
6. They wore shirts, leggings, and robes of buckskin, buffalo hide, etc.
7. They developed the art of working with leather to a high degree, and decorated it by painting, quilling, or beading.
8. The diet was based on buffalo meat, preserved in a number of ways. One of these was pemmican, a mixture of dried meat, fat, and berries. They also ate various wild vegetables and seeds found on the plains.
9. A man and his wife or wives and children would live in a teepee. Many families would live together in a village in the summer. In the winter the tribe would split up into smaller groups.

1. WESTERN FARMERS (PRAIRIE)

2. Hidatsa, Mandan, Arikara, Ponca, Omaha, Pawnee, Wichita, Tawakoni, Kansas Missouri, Osage, Kickapoo, Iowa, Shawnee.

3. The prairie is mainly grassland, but it has many rivers, along which trees grow plentifully. There are also patches of woods. There is always enough rain for farming.

4. These tribes had permanent villages, usually near rivers, but they would leave them twice a year for the spring and fall buffalo hunts on the plains.

5. The typical dwelling was the earthlodge, a circular building made of earth packed over a framework of small poles and large logs... A kind of covered hallway often extended out from the front door. A bench was built all the way around the wall for sleeping, sitting, storing things, etc. Teepees were used during the hunts.

6. They wore shirts, leggings, tunics, etc. of buckskin, and buffalo robes.

7. Leatherwork decorated with quills or beads, pottery.

8. Corn, beans, squash, buffalo, deer and other game.

9. An earthlodge might be shared by two families, which would include the men, their wife or wives, children, and other relatives.

1. WOODLAND HUNTERS (LAKES)

2. Menominee, Santee Sioux, Fox Sauk, Winnebago, Chippewa (Ojibwe), Potawotami, Ottawa.

3. The country in which these tribes lived has thick woods, and many rivers and lakes. There is plenty of rain, but the winters are long and cold.

4. Each tribe had its own territory, and families within the tribe had areas which they alone had the right to hunt in. Within these areas family groups or small bands would move about.

5. Tribes in this area built houses called wigwams, which were made by making a dome shaped framework of poles and covering it with birchbark, some other kind of bark, or woven mats. In the far west they sometimes made wigwams in the shape of a teepee.

6. They wore clothing made of buckskin--shirts, kilts, leggings, etc.

7. These people were very skilled at making things out of birchbark, sometimes decorated with porcupine quills. Later they became very good at beadwork and embroidery.

8. Hunting was good in the Lake country, and fishing was great. The lakes also had lots of wild rice which the Indians gathered. It was too cold to do much farming.

9. Wigwams could be made large enough to hold quite a big family, including men, wives, children, and other relatives.

1. NORTHEAST - Farmers

2. Huron, Tobacco Nation, Honiasont, Mosopelea, Monteon, Saponie, Monacan, Pamunkey, Tutelo, Mattaponi, Eno, Erie, Mohawk, Oneida, Onondaga, Cayuga, Seneca, Munsee, Pennacook, Massachusetts, Pocomtuc, Wampanoag, Pequot, Narragansett, Mohican, Montauk, Delaware, Susquehanna, Nanticoke, Powhatan, Nottoway.

3. The Northeastern part of this country has thick woods, grassy valleys and meadows, and many rivers and streams. There is plenty of rainfall.

4. Each tribe had its own lands, within which there would be a number of large villages. The people would live in a village for a long time, until the soil in the fields became poor from over-use. Then they would move the village to a new spot, and give the land time to recover.

5. The Iroquois and other tribes built longhouses--long buildings with round roofs built of a framework of poles covered with elm bark. A longhouse might be a hundred feet long, and could hold many families.

6. The men wore leggings, breechclouts, and shirts of buckskin. The women wore leggings, skirts, and tunics.

7. Woven sashes, belts of wampum beads, woodcarving, and later on beadwork, embroidery, and jewelry.

8. This was good farming country, and the people raised many varieties of corn, squash, and beans. They also hunted deer and other animals and fished. On the coast, shellfish were eaten as well.

9. The houses belonged to the women, and each one would hold a number of families related through their mothers. Each woman and her husband and children had one section of the longhouse.

1. SOUTHEASTERN - Farmers

2. Kaskinampo, Chicasaw, Choctaw, Quapaw, Houma, Tunica, Caddo, Yazoo, Koroa Chitimacha, Atakara, Taensa, Natchez, Biloxi, Creek, Koasati, Alibamu, Yuchi, Cherokee, Hitchiti, Apalachee, Cheraw, Catawba, Wateree, Santee, Cusabo, Yumasi, Guale, Pamlico, Tuscarora, Waccamow, Timucua, Ais, Tekesta, Calusa, Seminole.

3. The southeast is well wooded, but there are also areas of grassland. There are many rivers and streams, and plenty of rain. The climate is warm.

4. The tribes in this area lived in large, permanent towns.

5. Large well-built houses of poles covered with bark, thatch, or reeds. In the warmest parts of the area the houses sometimes did not have walls.

6. In warm weather, buckskin breechclouts for the men and skirts for the women were sufficient. When it was colder they added leggings and robes. Tatoos were popular.

7. These people were excellent potters and basketmakers. They wove fine cloth from wild fibers, and decorated clothing and made ornaments of shell. They were also fine stonecarvers.

8. Here also, corn, squash, and beans were easy to grow. Men also hunted deer and other animals, fished, and gathered shellfish on the coast.

9. Men who married went to live with their wives families, sometimes in a separate house, sometimes all together in a large house.

REVIEW EXERCISE: SAMPLE ANSWERS

1. The answer to this question will depend on the make-up of the class. If students have trouble with it, refer back to Exercise 1 and the bulletin board.

2. The following are not Indian culture groups.

   b. New England Puritans
   d. Southern Plantation owners
   g. The Iroquois League

3. a. A tribe of Indians living in an area where there were many big trees and a cold climate would probably build houses out of wood, perhaps covered with slabs of bark.

   b. If they moved to a climate where trees were smaller and fewer, they would build houses out of frameworks of poles, covered with skins, brush, grass, or earth.

4. If a tribe's most famous arts and crafts are shellwork, basketry, and featherwork, they probably live in an area near the coast where there are bushes and grasses and many birds (c).

5. In addition to eating different kinds of food, one culture group may differ from another in the way they dress, build houses, form family groups, stay in one place or move around. They also may have different arts, different kinds of tools, different religious beliefs, and different ways of protecting themselves.

6. Extra Credit: Students ability to answer this question will depend partly on the amount of information about their tribe which was gathered in this activity. At a minimum, information which is true about the culture group to which the tribe belongs can be accepted.

Activity 3. How Native Americans Have Helped America Grow

GOAL: To help students recognize some of the important contributions that Native Americans have made to American culture.

OBJECTIVE: Students will describe some Native American contributions to the world.

WHAT STUDENTS WILL BE ASKED TO DO

- Read an article about Native American achievements
- Answer questions about what they have read
- Listen to ideas about Native American contributions to U.S. culture
- Add information to the class bulletin board about Native American contributions to U.S. culture
- Write a paragraph about an important Indian idea or belief

PROCEDURE

On the blackboard, write, "How have Native Americans helped America grow?" Encourage students to name some of the ways that Native Americans have contributed to American culture. List any student responses on the blackboard. Explain that Native Americans have always played an important role in the history of the United States and in the development of American culture. Tell the students that in this activity they will be asked to learn more about Native American achievements and how these achievements have influenced and helped other ethnic groups.

Exercise 1. The White Man's Debt to the Indians.

Hand out the article called, "The White Man's Debt to the Indians." (pp. 47-53.) It describes some important Native American achievements. You may assign students to read this article in class or as homework, or you may read it to them yourself. Tell the students to ask you for help with any problems they encounter while reading and trying to understand this article.

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When the students have finished, "The White Man's Debt to the Indians," try to present other information about Native American achievements. Audio-visual aids would be especially useful here. If possible, show the film, "The American Indian Influence on the United States." (See page 110 in this Teacher's Guide for the details of this and other appropriate films.)

Exercise 2. Contributions

Ask the class to answer questions on page 56 . If they have understood the content of "The White Man's Debt to the Indians," the students should be able to answer these questions. When they have done, collect their work and make any comments necessary. You may pass out or read the sample responses on p. 58 of this guide at this point.

Introducing Content: How Native Americans Have Helped America Grow

Return the student work and discuss the answers they gave to the questions in the last exercise. The sample answers on p.58 of this Guide can be used here. As you do this, present the following ideas to the class:

1. The American stereotype of Indians is the mounted warrior in his war bonnet, living in a tepee and hunting for a living. While it is true that Native Americans got their meat by hunting, almost all tribes were farmers as well. Even the Plains Indians, before the coming of the horse made it possible to follow the buffalo, grew corn and other crops.

   It should be pointed out that not only did they grow food, but that they were very good farmers. It takes a great deal of patience and effort to take a wild plant and domesticate it so that it will be a dependable crop. The diet of Indians before the white man came was probably better balanced than that of most Europeans.

2. Modern medicine depends almost equally on surgery and drugs. Surgery was developed in Europe, but many of the most useful drugs common today were discovered by Indians. Since the discovery of psychology by Europeans, the white man has had greater respect for Indian healing ceremonies as well.

3. Indians were also very clever in devising ways of getting around, especially in the winter. Snowshoes, dogsleds, toboggans were among things they used. The Indians who lived among lakes and rivers also devised a number of different kinds of boats that could be made of local materials, such as the kayak, the canoe, and the bull-boat. The first two are still among the best methods for one or two people to get around on the water.

4. The Indians played all kinds of games involving balls. The modern American interest in ball games may be traceable to this. The game of LaCrosse is the most direct descendent of an Indian game. The sport of tobogganing is also of Indian origin. Indians liked to have fun as much as anyone else, something which is often left out of the stereotype.

5. It is quite possible that if it had not been for the Indians, America would have not developed the political system it has today. There were, of course, the examples of Greece and Rome, but the emphasis on individual rights and independence, as well as the idea of a confederation of groups, seems to have come from the Indians.

   If you have a chance to read, *Custer Died for Your Sins*, by Vine Deloria, Jr., especially Chapter 10 and 11, you will find some interesting ideas on how Indian ideas and social structures may influence America in the future.

6. Is it true that the Western European concept of the proper relationship of man to nature is partially responsible for the crisis in resources and population?

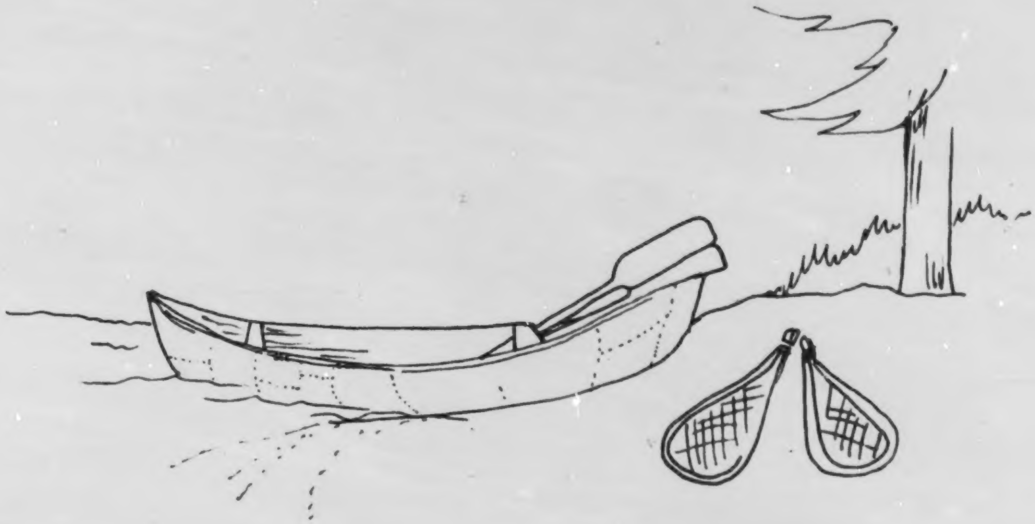
7. Students should also be encouraged to do research on notable Native Americans. One good source would be Indians of Today, ed. Marion Gridley (ICFP, Inc.). A series of poster cards with pictures and biographical summaries of notable Indians is published by the Educational Consortium of America (Box 1057, Menlo Park, CA 94025).

   Possible people to investigate include:

   Maria Tallchief (Cherokee), ballet dancer
   N. Scott Momaday (Kiowa), author
   Billy Mills (Sioux), track star
   La Donna Harris (Comanche), political activist
   Louis Ballard (Quapaw/Cherokee), composer
   Senator James Gladstone (Blackfoot)
   Annie Dodge Wauneka (Navajo), Health worker
   Vine Deloria (Sioux), activist and author
   Louis Bruce (Mohawk) }
   Robert Bennet (Oneida) } Commissioners of Indian Affairs
   Allan Houser (Apache), artist
   James Atcitty, Wilbert Begay, Jake Chee, Lloyd House, Ben Hanley, Daniel Peaches (Navajos), state legislators

   as well as traditional leaders such as Chief Joseph, Sitting Bull, Geronimo, Handsome Lake, Black Elk, and wowoka.

Encourage students to discuss these ideas either in small groups or with the rest of the class.



EXERCISE 2. CONTRIBUTIONS

1. List five plants first grown by Native Americans which are now used all over the world.
2. List one drug which was used *first* by Native Americans.
3. List two means of travel invented by Native Americans.
4. List two sports which have come from Native American culture.
5. How have Indian ideas influenced the government of the United States?
6. Indians have certain beliefs about how man and nature fit together. Why are these beliefs especially important today?
7. Name a contribution made by Indians that has made a difference in your life.
8. How do you think America could show its gratitude to Indians?

Exercise 3. Adding to Your Bulletin Board

Allow students some class time to add illustrations to their bulletin board which reflect what they have learned in this Activity. Suggest that they draw pictures of Indian contributions to America and to the world-- perhaps showing how they looked when the Indians first used them and the form they have now (birchbark vs. aluminum canoe, etc.). Or they could include pictures of things which Indians learned from whites and adapted to fit their own tastes. Pictures of these things can also be cut from newspapers and magazines.

Exercise 4. Review

Write the following question on the board. In one paragraph, describe an idea or belief which is important in Native American culture. Tell how this idea or belief could help American life if *all* Americans thought it was important. In another paragraph, tell what you could do to improve your community by spreading this belief or idea around. Then discuss the questions orally or have them write answers. Sample answers are given on p. 58 of this guide.

When the class has finished the Review exercise, collect their work and read some of the student paragraphs. Encourage the class to discuss different Indian ideas or beliefs that could improve American life if all Americans thought they were important. Before moving to the next activity, make sure that students *recognize some of the important contributions that Native Americans have made to American culture.*

Optional Activity: Moving Around

If you have access to a map which shows the present Indian reservations, you may want to have students find out which tribes are still living where they were 200 years ago, and which tribes have moved. They can make labels with the names of the tribes (2 each), put one where they were, and one where they are now, and connect them with string or yarn.

Discuss with the class some of the reasons people may move. (Some were forceably evicted by whites, some pressured by other tribes, some moved because of drought; poor hunting, population, etc.) Mention that in later activities they will see how these things have happened to other groups too.

For additional resources which may be used with this Activity, see p. 110.

SAMPLE ANSWERS

1. Five plants first domesticated by Native Americans were: *corn, potatoes, beans, squash, peanuts (and peppers, tomatoes, pumpkins, pineapples, avocados, cacao, manioc).*

2. One drug first used by Native Americans was: *quinine (also tobacco, coca, curare, cascara, datura, and ephedra).*

3. Two means of travel devised by Indians were: *kayak, canoe (also snowshoes, dog sleds, toboggans).*

4. Two sports with elements developed by Indians are: *LaCrosse, tobogganing (also any sport featuring a rubber ball).*

5. Indian political ideas which have affected the political system of the United States include: *the idea of a league of sovereign groups, the idea of individual freedom and dignity.*

6. Indian ideas about the relationship of man to nature are especially important today because: *Indians believe in living in harmony with nature and conversing resources, and contemporary Anglo practices threaten to destroy the environment and use up all the resources.*

Indians have many important ideas and beliefs that would help American life if all Americans thought they were important, too. Some of the subjects students could have written about at the end of Activity 5 are: 1) the Indian idea that man must cooperate with nature; 2) the Indian idea that natural resources--lakes, rivers, forests, and so on--should be saved as much as possible; 3) the Indian belief that *every* person is important; or, 4) the Indian belief that people should share things and take care of one another.

Activity 4. How Have Different Ethnic Groups Helped America Grow?

GOAL:	To help students understand that every ethnic group in America has contributed something important to American culture.
OBJECTIVE:	Students will identify major ethnic groups in the United States and list some contributions each has made to American culture.

WHAT STUDENTS WILL BE ASKED TO DO

- Discuss and identify races and ethnic groups in the U. S.
- Look at a picture and read catchphrases illustrating stereotypes about ethnic groups and discuss what is wrong with them.
- Do research and contribute to reports on individual ethnic groups.
- Help put up a display on ethnic groups in America.
- Answer review questions.

Exercise 1. Races and Ethnic Groups

The United States is a multi-racial/multi-ethnic/multi-cultural country. However popular usage often confuses all these terms. For this Activity it is essential to work out some kind of definition which the student can use to organize what he will learn about the many groups which have contributed to American culture.

Exercise 1 should be done as a combined writing/discussion exercise. In other words, ask the questions below orally, and try to get the students to arrive at the answers through discussion, but also give them paper to make notes on the answers, since some of them are cumulative. You might also write the answers on the board as you go along.

Basic answers to these questions will be found on p. 69 of this Guide. In discussing the questions with the students, try to draw on concepts and information they have mastered in the previous activities in order to help them reason out the parallels and arrive at a broader application of the ideas involved.

Student Questions

One of the things you did in Activity 1 was to list all the words you could use to describe yourself. One of those words was race. In the United States there are many races and many ethnic groups. What is the difference between them?

Let's see if answering these questions will help us find out--

1. How many races can you name?
2. In what ways are all the people from a certain race like each other?
3. Does everybody in a race have the same culture?
   (for example--are all Indians alike?)
4. In what ways can one group of people be different from another, even if they are all the same race?

   (hint: what things caused the differences between the Indian culture groups?)
5. We call cultural groups within a race ethnic groups. Take each race you named in question 1. How many ethnic groups that belong to it you can think of?
6. What ethnic groups are there in your community or area?

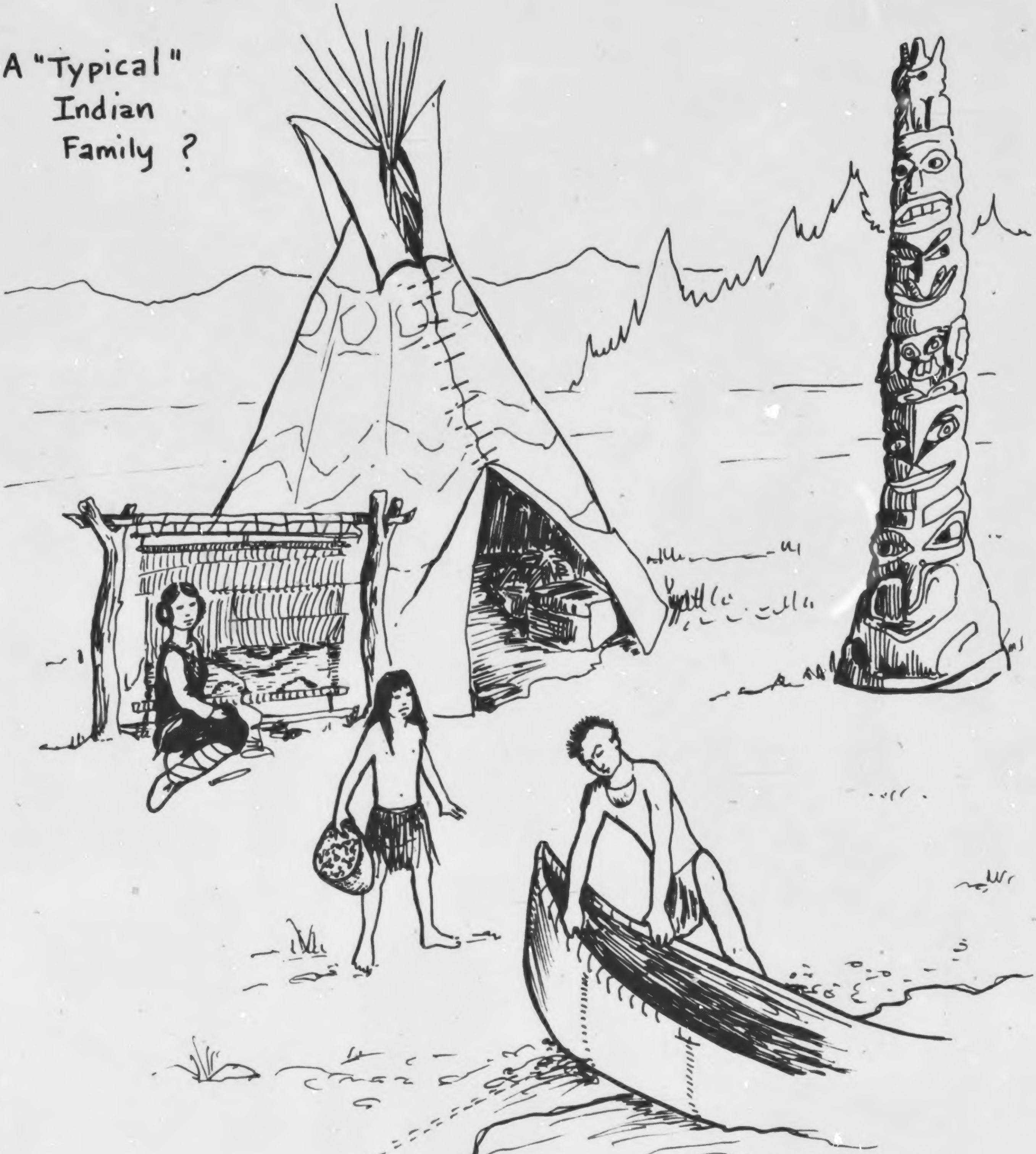
Exercise 2. Stereotypes

In dealing briefly with ethnic groups, it is very easy to simply fall back on common stereotypes. Additional information on the various groups identified in Exercise 1 should be prefaced by this exercise, which will attempt to help students identify and avoid stereotyping the groups they study.

In the first parts of the exercise, students are asked to look at a picture of a "Typical" Indian family. After all the work on different culture groups they have had in Activity 2, the class should have little trouble in pointing out what is wrong with the picture. Everything in it is true of Indians in some tribe at some time, but there never was a real Indian village that had all those things at once.

Hand out copies of the picture on the next page (or show it on an overhead projector, and ask students what's wrong with it). Some things wrong are shown on p. 62

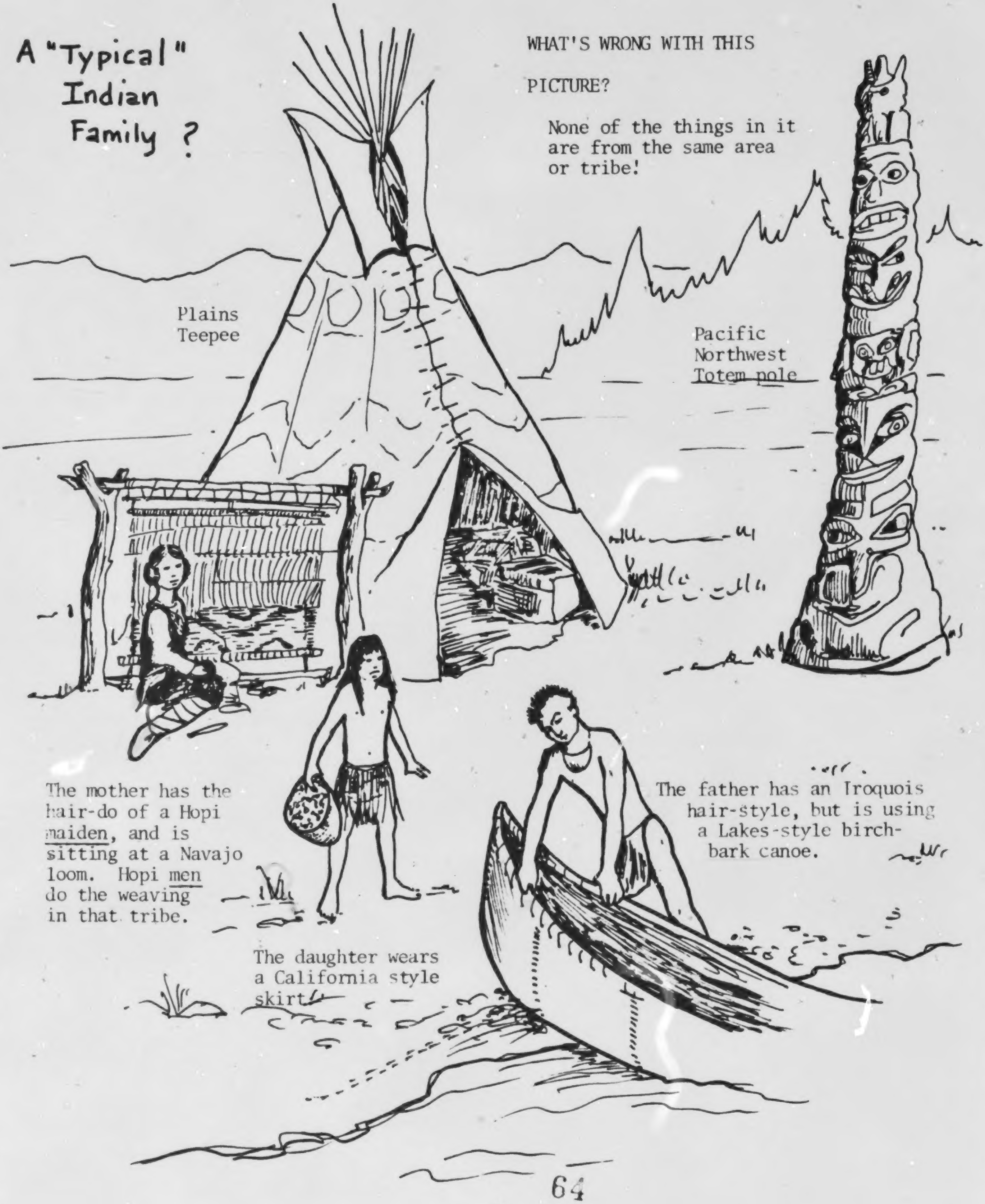
You might pass from there to a discussion of the ways in which Indians are portrayed in TV and movies, novels, comics, etc. If the students have not seen much TV or movies, the school library will probably have a number of story books, history books, etc. which will yield good examples. One film example would be Around the World in 80 Days, in which Plains Indians were going to burn Cantinflas at the stake, Iroquois fashion. They were played by real Indians, with make-up on because the director didn't think they looked red enough.


A "Typical"
Indian
Family ?

A "Typical" Indian Family ?

WHAT'S WRONG WITH THIS PICTURE?

None of the things in it are from the same area or tribe!


Plains Teepee
Pacific Northwest Totem pole

The mother has the hair-do of a Hopi maiden, and is sitting at a Navajo loom. Hopi men do the weaving in that tribe.

The daughter wears a California style skirt.

The father has an Iroquois hair-style, but is using a Lakes-style birch-bark canoe.

The second part of the exercise features a number of catch-phrases which include stereotypes of various ethnic groups. Indians are not the only ones to which this happens! Try and get students to think about what stereotypes they might have about white people, city people, blacks, people from any other groups. They might even have stereotypes about people from other tribes.

Read students the following questions:

Some white people think all Indians are alike. Are all whites alike? Here are some things people say about others:

> "She can't fix a car--she's a girl!"
> "He's Italian, so he must be in the Mafia..."
> "Those darkies sure can sing and dance!"
> "Dumb Polack!"
> "Paleface speak with forked tongue!"
> "He's just a lazy Chicano..."
> "Men don't know how to take care of kids!"
> "All Jews are rich..."

Are they true? Do you know anyone in one of those groups who is not like that? If you take a statement that is true, partly true, or not true and use it for all the members of a group of people, that is a stereotype.

Do you have any stereotypes?

Warn students that in the next exercise they will be learning about people from different ethnic groups, and should watch out for stereotypes in the information they get.

Exercise 3. American Ethnic Groups

Assign each work group one of the ethnic groups identified in exercise 1 (excepting Indians, with whom they should all be quite familiar already!) Groups which must be included are: Anglos, Spanish surname, Black, and Asians. If there are any other groups prominent in your community, include them too. Assign any non-Indians in your class to work on their own group or groups. If you live in an area which is very diverse culturally, or have very able students, you might assign ethnic groups to pairs or individual students so as to cover more of them.

Read or hand out the questions on p. 65 and ask students to prepare reports on the ethnic groups they have been assigned, basing their reports on the questions. There are a number of sources of information which can be used. We highly recommend writing the Foundation for Change: 1841 Broadway, Rm. 306, New York City, New York 10023, which has pamphlets on a wide variety of ethnic groups available for a minimum charge.

The public library may have books on different groups. Students should also be encouraged to check newspapers and magazines for pictures and information.

When the reports are finished, they should be presented to the class. These reports could be supplemented by speakers from different ethnic groups, films or filmstrips about different groups, records of ethnic music, etc.

As in Activity 2, you may suggest that each workgroup member research one of the questions, etc. Students should also be encouraged to draw pictures of people in the ethnic groups, of contributions these groups have made, etc.

Sample information summaries of material that might go into these reports are included on pp. 70-73 of this Guide, along with maps showing the origin and the location of some of the major ethnic groups.

After the reports have been given, discuss them, filling in any information that might have been omitted. Emphasize the following points:

> All of the ethnic groups in America have brought or invented items or customs that are now a part of general American culture
>
> All ethnic groups have made many different kinds of contributions in such areas as food, entertainment, technology, etc.

EXERCISE 3: AMERICAN ETHNIC GROUPS

Now you have learned what some of the ethnic groups in the U. S. are, it is time to find out more about what they are like.

For this exercise, you will be writing reports about these groups. Use the questions below to guide what you say. Your teacher will give you ideas on where to find information.

1. name of the ethnic group
2. what part of the world did ancestors of this group come from?
3. what race or races do people of this group belong to?
4. is there any part or parts of the U. S. where lots of these people live today?
5. what are some things people from this group have given America?
6. name one or more imrportant people from this group:
   (try people in government, entertainment, arts, sports, writers, etc.)

If you find other kinds of information, add that to your report too.

Exercise 4. Class Bulletin Board: Ethnic Display

For this section of the bulletin board, provide students with a large map of the U. S. Each individual, pair, or group of students will be responsible for putting up material about the ethnic group on which he, she, or they reported. If the ethnic group is concentrated in one or more parts of the country, students should put labels on the map indicating its location. A string connecting the Indian display to this one can be used to indicate the Native American contribution.

When students have shown where American ethnic groups live today, ask them to think about the cultural contributions that these groups have made. One the bulletin board, students can group the names and pictures of common items (see the list in Exercise 3) under the names of the ethnic groups who invented or first used them. Encourage the students to find other cultural contributions that ethnic groups have made and to show these in the appropriate places on the bulletin board.

Students might also put up pictures or photographs of at least three notable persons from each ethnic group named. These pictures might be accompanied by short biographies written by the students or short essays in which students tell how the notable person has helped America grow.

By the end of this exercise, students should have added enough information to the class bulletin board to show something about where ethnic groups are commonly found in the United States today, what each group has contributed to American culture, and what notable persons each group has produced.

Review

Hand out copies of the review questions on page 67-8. Ask students to read the instructions silently. Answer any questions that they may have about this exercise.

Afterwards, discuss the student answers to review questions based on the sample on p. 74 of this Guide. Before moving to the next activity, make sure that students understand that *every ethnic group in America has contributed something important to American culture.*

Teacher's Note

For additional resources for this activity, see the list of audio-visual aids on page 110 in this Teacher's Guide.

Review Questions

Different ethnic groups have helped America grow.

Below you will find a list of things that are now part of American culture. These things came from many different groups. Study the list carefully. For each one, name the ethnic group which created it, first used it, or brought it to this country. (Note: The creator may be a single person who is a member of one of the groups. If so, give his name and ethnic group.) If you can, tell where in this country each thing was first used.

1. Jazz music

   corn bread

   the typewriter

   the game of LaCrosse

   peanut butter

   the guitar

   transistor radios

   pants and jackets

   chop suey

   cowboys

   a system of government in which several nations join together and pick leaders to lead all of them

   automobiles

   beer

   cigarettes

   square dancing

2. Who did what? Look at the lists below. Make sentences by drawing lines between the names of ethnic groups on the left and the phrases on the right.

1. Chicanos
2. Indians
3. Asians
4. Blacks
5. Indians

a. were the first Americans
b. started the Civil Rights movement
c. first used corn for food
d. first to raise cattle in large numbers here
e. largest number found in far west and Hawaii

Example:

Blacks → are descended from people who came from Africa

EXERCISE 1. RACES AND ETHNIC GROUPS - SAMPLE ANSWERS

1. Basic races which should be listed include: White (Caucasian), Black (Negro), Indian (Native American, Amerind), Asian (Oriental).

2. The primary way of defining race has been by physical appearance--color of skin, color and type of hair, color of eyes, facial and body appearance. Point out that there are many variations within the main races. There are also non-visible things such as blood type, susceptibility to certain diseases, ability to handle kinds of food, etc., which seem to be racial characteristics.

3. In Activity 2 students discovered that there were considerable cultural differences among members of one race--Indians. Indicate that this will prove to be true for other races too.

4. Again, build on Activity 2 to define cultural differences. Possibilities include: different dress, different kinds of houses, different family patterns, different arts, as well as different religions and different languages.

5. Ethnic groups that might be listed include:

   Indian--culture groups such as Plains Hunters, or individual tribes

   White--Anglo, Chicano, Irish, Polish, Basque, Armenian, Scandinavian or other national groups, Jewish, etc.

   Asian--Japanese (Nisei), Chinese, Filipino, Vietnamese.

   Black--the only race which functions as a single ethnic group in this country. You might point out that in Africa there are black culture groups and tribes just as there are among Indians.

   Any time there are a few members of one race or culture group surrounded by a majority of another culture, they will tend to stick together and concentrate on the things they have in common. This is what happened to the Blacks, and what tends to happen to Indians, Asians, etc. in the city.

6. Almost any community, even on a reservation, will have representatives of some other ethnic group around (probably Anglo). Urban or semi-urban areas should have quite a few.

EXERCISE 3. AMERICAN ETHNIC GROUPS

Sample information to be covered in reports.

1. ANGLOS
2. Ancestors of whites came to this country from Europe, specifically from northern Europe or the British Isles.
3. Anglos are members of the White, or Caucasian race.
4. Anglos live all over the United States.
5. Contributions include: food, such as pie and cake, milk as a drink for adults, cheese, etc.; shirts, trousers, and dresses as basic types of clothing; many machines; classical music, painting and other arts; the Christian religion (Protestant).
6. Important people include inventors such as Henry Ford, and the Wright brothers; political leaders like Thomas Jefferson and Abraham Lincoln; writers like Willa Cather, Mark Twain; and reformers like Jane Adams.

1. BLACKS
2. Ancestors of blacks came to this country from Africa.
3. They are members of the Black, or Negro race.
4. Blacks are found mostly in large cities or in the southeastern part of the U. S.
5. Contributions include: food, such as black bean pie, peanut butter, sweet potato pie, chitlins, mustard greens, etc.; Jazz, blues, and spirituals; industrial products made from peanuts; the Civil Rights movement and methods; the black muslim religion.
6. Important people include: Langston Hughes, Harriet Tubman, George Washington Carver, Martin Luther King, Malcolm X, Sugar Ray Robinson, Ralph Bunche, Bill Cosby, Marian Anderson.

1. SPANISH SURNAME (Chicano, Latino)
2. Ancestors of this group came originally from Spain, via Mexico (Chicanos), Puerto Rico, or South America, or Cuba.
3. They are members of the White, Indian, or Black races, or mixture of one or more of these.

4. Chicanos are found mostly in the southwest and west. Puerto Ricans live mostly in New York or other eastern cities. Cubans are most numerous in Florida.

5. Contributions made by members of this group include: Spanish style architecture and furniture, the guitar, horses, cattle ranching, names of many items associated with ranching, the rodeo, foods such as chile, tortillas, tamales (note that these foods came specifically from the Indians of Mexico), dances such as the rumba, tango, cha-cha-cha, Roman Catholic Christianity, etc.

6. Notable people include: Cesar Chavez, Father Junipero Serra, Desi Arnaz Roberto Clemente, Eddie Arcaro, Juan Marichal.

1. ASIANS (Orientals)

2. Ancestors of this group came here from Asia, particularly Japan, China, and the Philippines. Recently Asians from Viet-Nam came here.

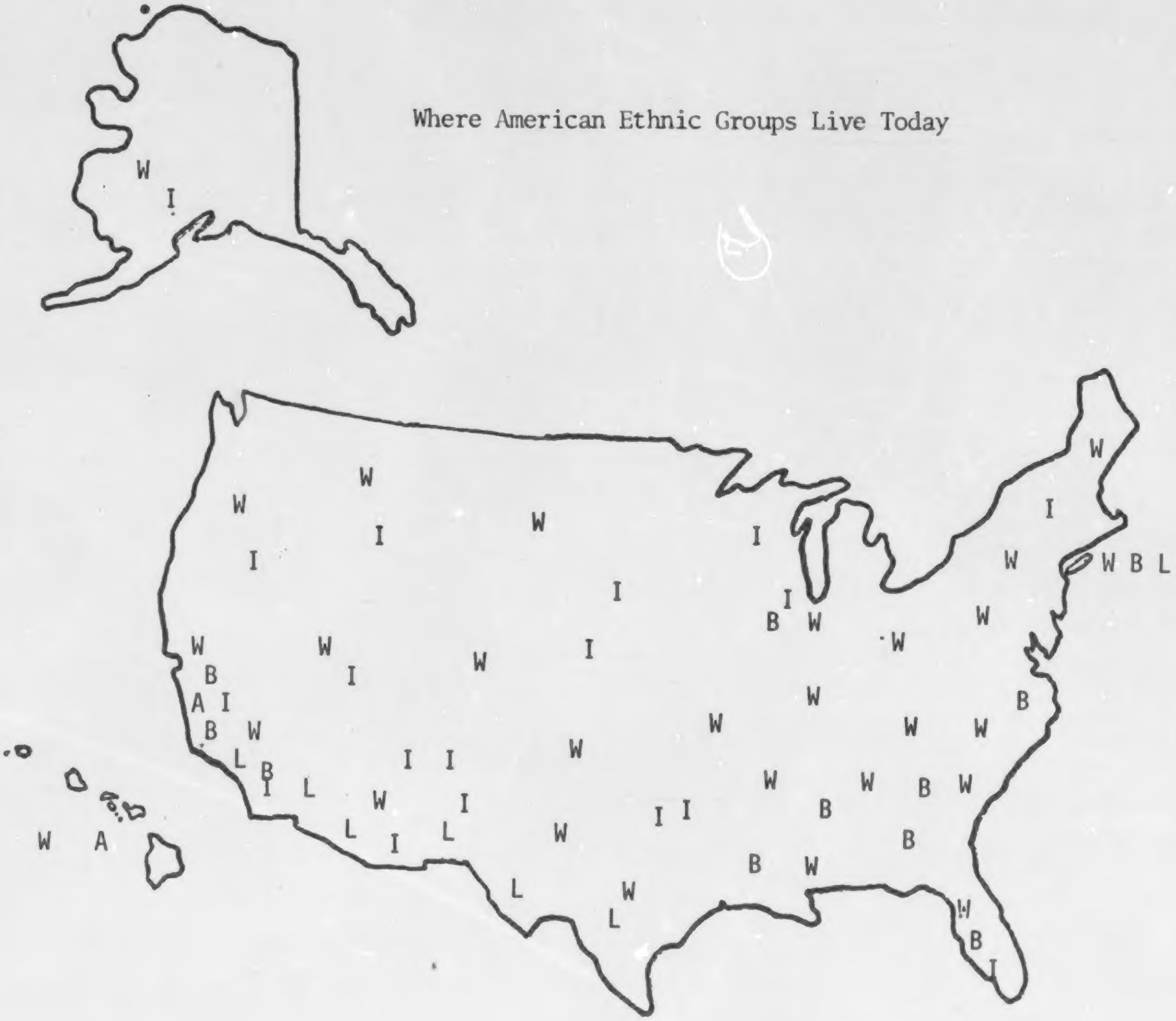
3. Asians are members of the Oriental, or Mongoloid, race.

4. Most large cities have some Chinese citizens. The largest number of people of Japanese descent live on the west coast or in Hawaii, where there are many Chinese as well. The greatest numbers of Filipinos and Vietnamese are the west as well.

5. Some Asian contributions are Chinese foods such as Chow Mein, egg rolls, etc., oriental styles in architecture, gardening, etc., the development of previously unproductive land for farming, the sports of judo, Kung Fu, and Karate.

6. Notable people include: S. I. Hayakawa, Daniel Inouye, Jade Snow Wong, Seiji Ozawa.

Where American Ethnic Groups Live Today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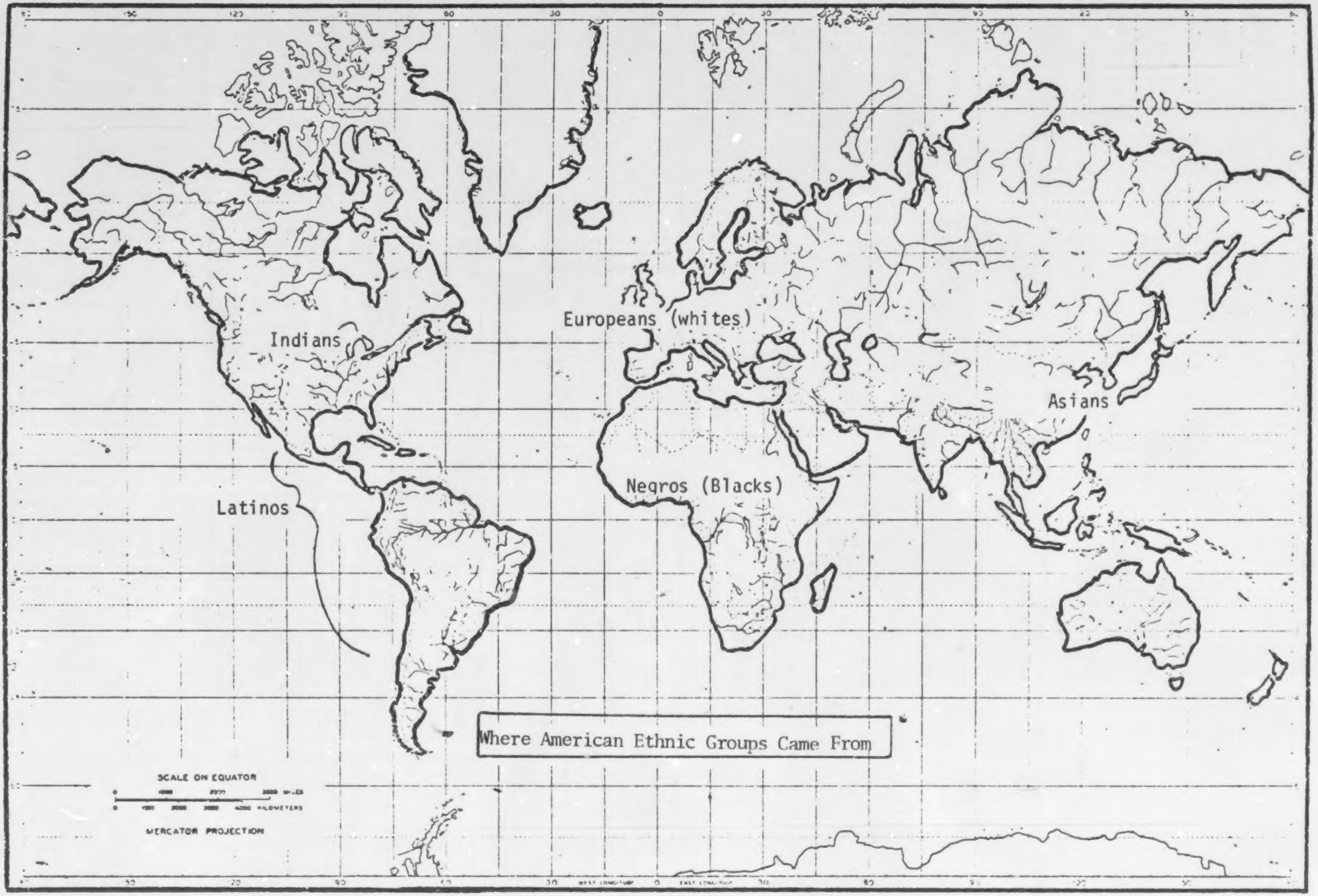
W = White (European)

B = Black (Negro)

L = Latino (or Chicano)

I = Indian

A = Asian



Where American Ethnic Groups Came From

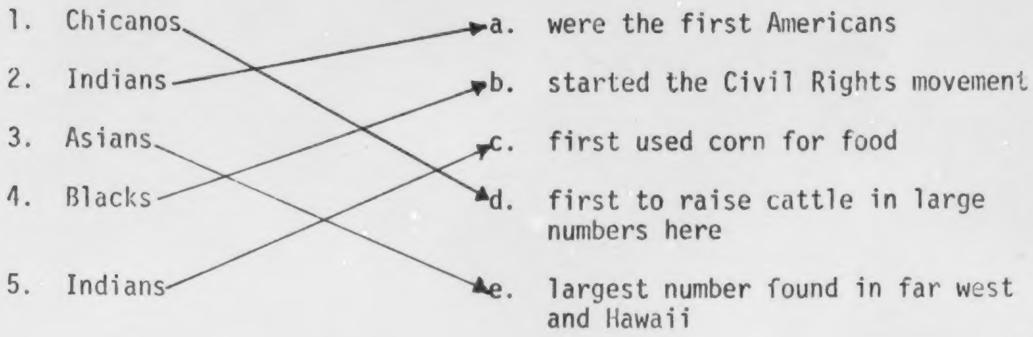
Indians
Europeans (whites)
Asians
Latinos
Negros (Blacks)
SCALE ON EQUATOR
MERCATOR PROJECTION

Review Exercise - Sample Answer

1. Exercise--Matching contributions and ethnic groups

	Group	Points Where contribution First Passed into the United States Culture
jazz music	*Black*	*The South*
corn bread	*Indian*	*The East*
typewriter	*White*	*The East*
LaCrosse	*Indian*	*The North/Midwest*
peanut butter	*Black* *(George Washington Carver)*	*The South*
the guitar	*Spanish*	*The Southwest*
transistor radios	*Asian*	*The Far West*
pants and jackets	*White*	*The East*
chow mein	*Asian*	*The Far West*
cowboys	*Spanish*	*The Southwest*
a system of government in which several nations from a confederation with a joint leadership elected from all of them.	*Indian*	*The East (This refers to the Iroquois League.)*
automobiles	*White*	*The Midwest*
beer	*White*	*The East*
cigarettes	*Indian*	*The East*
square dancing	*White*	*The East*

2. Who did what? Look at the lists below. Make sentences by drawing lines between the names of ethnic groups on the left and the phrases on the right.



1. Chicanos
2. Indians
3. Asians
4. Blacks
5. Indians

a. were the first Americans
b. started the Civil Rights movement
c. first used corn for food
d. first to raise cattle in large numbers here
e. largest number found in far west and Hawaii

Example:

Blacks → are descended from people who came from Africa

Activity 5. Looking at Parts of the World

GOAL: To introduce the idea that the world is divided into a number of geographical areas whose people are alike in some ways and different from each other in others.

OBJECTIVE: Students will identify major geographic areas of the world, and list and compare some characteristics of the cultures in each.

WHAT STUDENTS WILL BE ASKED TO DO

- look at maps and learn the location and some of the physical characteristics of the major geographical areas of the world.
- look at pictures which show one important culture from each area, and answer questions about how basic needs are met in each.
  (optional activity--do further research on these areas and cultures)
- prepare a display on world cultures for the bulletin board.
- answer review questions.

PROCEDURE

Introduce the activity by reviewing some of the major points from previous activities, particularly the ideas that the kind of culture different Indian groups evolved depended on their environment and resources; the idea that ethnic groups in America brought cultures to the U. S. from other parts of the world, and that certain elements from each were adopted by the rest, depnding on appropriateness. Now it is time to learn about some of these other cultures--what they are like and why.

Exercise 1. Geography

Prepare by putting up a contour map of the world which has been covered with plastic so that you can draw on it with a crayon. Reproduce and hand out copies of the map on p. 79 (when you are ready to begin).

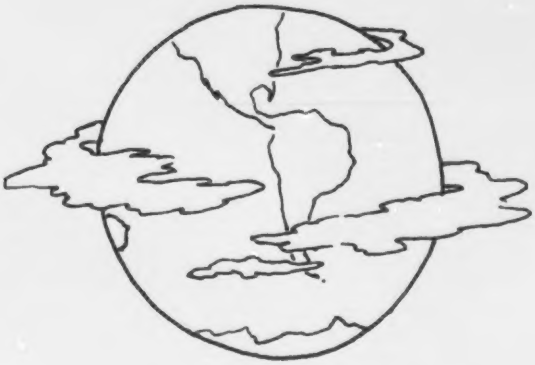
When all this has been done, hand out and discuss each of the questions on the bottom half of p. 78 . As you arrive at answers, note them on the board, and have students write them down. Suggested answers will be found on p. 93 of this Guide. The main points you will want to get across are:

1. there are a number of different ways of dividing up the world--location, ecological zones, etc.

2. the easiest way is by continents, which are named, etc.

3. there are also a number of other important geographical areas.

At the end of this exercise, you should have a basic list of geographical areas to use as a basis for Exercise 2. Outline them on the map as you go, and have students outline them on their maps.



EXERCISE 1. GEOGRAPHY

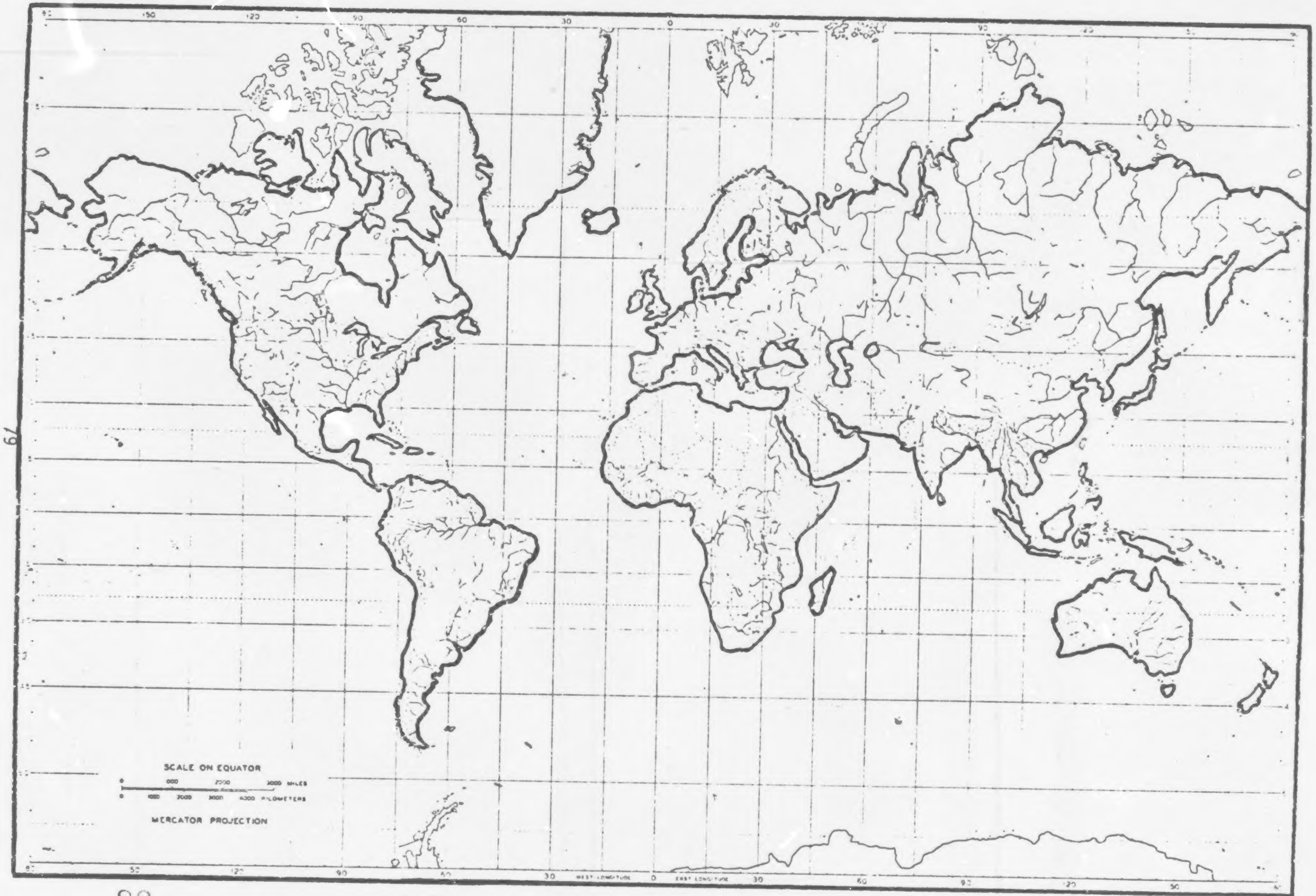
When you found out what kind of country different Indian tribes lives in (Activity 2), you were learning about geography. Geography is the study of the surface of the earth.

It looks at the weather, in different parts of the world, what kinds of plants are there, where the oceans, rivers, and mountains are, and what they are like.

Before we find out about more about people, we should know more about the areas where they live. Your teacher will show you a map of the world which has the mountains, plains, oceans, etc., marked on it.

Look at the map carefully, and by talking with your teacher and other students, find answers for these questions:

1. What are some ways you could divide up the world?
2. What do you call a small area of land surrounded by water? What do you call a very large area of land mostly surrounded by water?
3. What are the names of the continents?
4. Which continent do we live in?
5. What are some other geographical areas in the world?
6. What would you list as the main geographical areas in the world? (when you have your list, outline the areas on your own maps)


SCALE ON EQUATOR
0 1000 2000 3000 MILES
0 1000 2000 3000 4000 KILOMETERS
MERCATOR PROJECTION
WEST LONGITUDE
EAST LONGITUDE
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120
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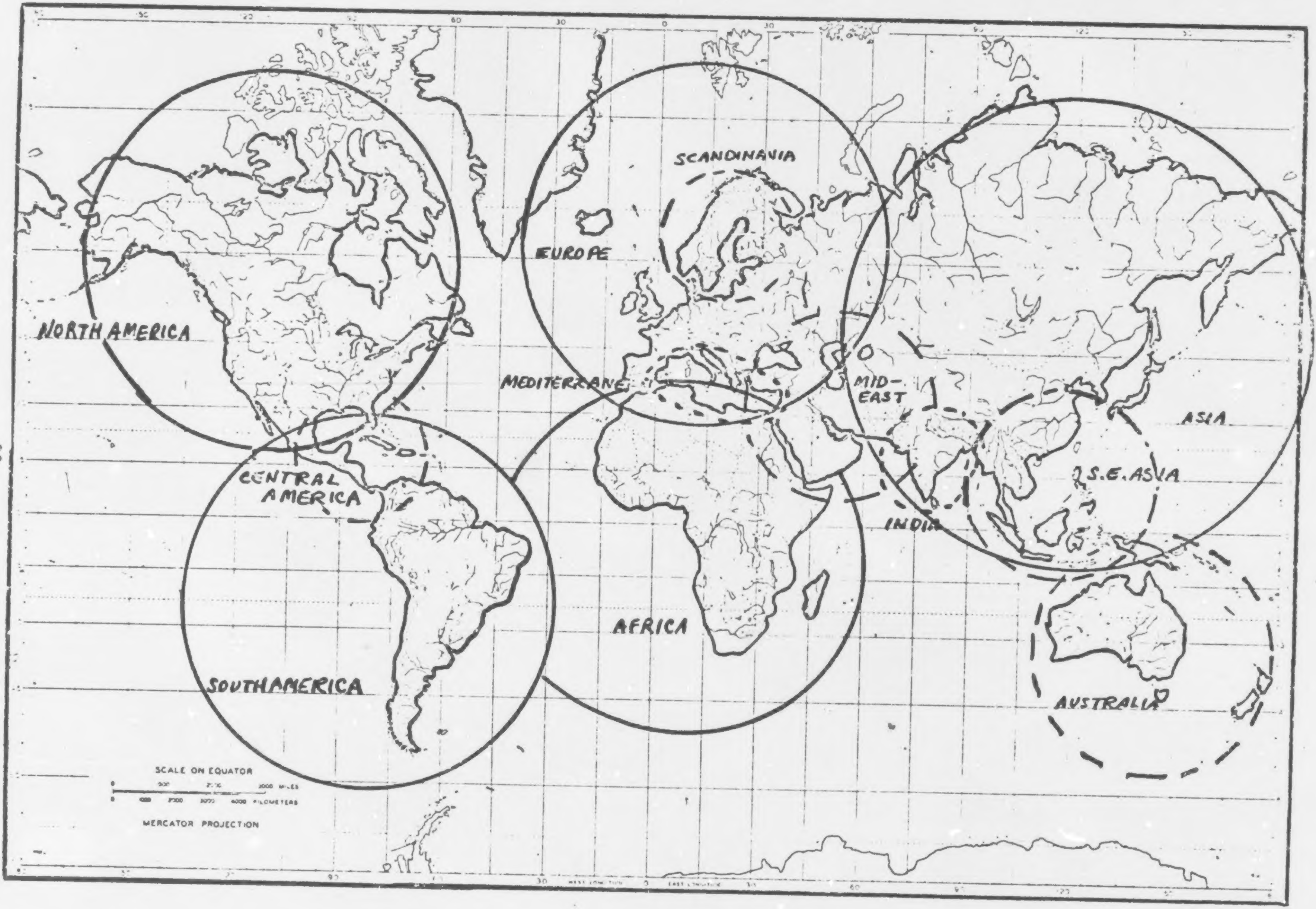
Outline the major geographical areas of the worlc

Some major geographical areas


NORTH AMERICA
CENTRAL AMERICA
SOUTH AMERICA
EUROPE
SCANDINAVIA
MEDITERRANEAN
AFRICA
MID-EAST
INDIA
ASIA
S.E. ASIA
AUSTRALIA
SCALE ON EQUATOR
MERCATOR PROJECTION

Exercise 2. World Cultures

For this exercise you will need to have another map of the world available for students to consult. This map should have all the countries clearly marked. Read or hand out the questions on p. 82. Then assign each work group on of the following areas to answer the questions about. The appropriate pictures are on the student book pages listed after each area.

North America	p. 83	Asia	p. 86
South America	p. 84	Africa	p. 87
Europe	p. 85	Australia	p. 88

Sample answers for each area are on pp 94-96 of this Guide.

When the groups are done, check over the answers, then have each group present its summary to the class. After the class has heard the reports, you might talk about the following points.

1. Often there are different ethnic groups or races in an area because they arrived in successive ways of migrations or conquests. For instance, in India, the orginal inhabitants, the Dravidians, now live at the southern end of the country. The Hindus, who conquered them, occupy the middle, and the Moslems the north. Each of these groups migrated down from the north and pushed the earlier inhabitants south.

2. Religion has a lot to do with the way people look at the world, their code of morality, etc., and so is an important part of culture.

3. Whether one lives in the city or the country has a lot to do with one's life style--ways of making a living, entertainment, housing, etc., and although all large areas have both cities and farms, some have a larger proportion of one or the other. Location is a major aspect of environment.

4. Food represents more than a preference. Getting food has always been one of the most important activities done by humans and other living things. Different kinds of food must be gotten in different ways, which profoundly affects all other aspects of life. For instance, in a land where the soil is rich and crops grow without much effort, people have time for many other activities. But if it is poor, they will spend most of their time farming. People who live mostly on fish usually live together in villages while all the men go fishing together, whereas people who live on meat either follow their herds or have large ranches with small clusters of people. In farming communities, people can live close together and go out to their fields, or live scattered, each family supporting itself. The availability and kind of food in an area is one of the most important ways an environment affects culture.

5. An important clue to culture is what people do with their free time. It may be watching sports events or going out and playing them, it may be watching TV, or going to the theatre or doing crafts, or telling stories around the fire.

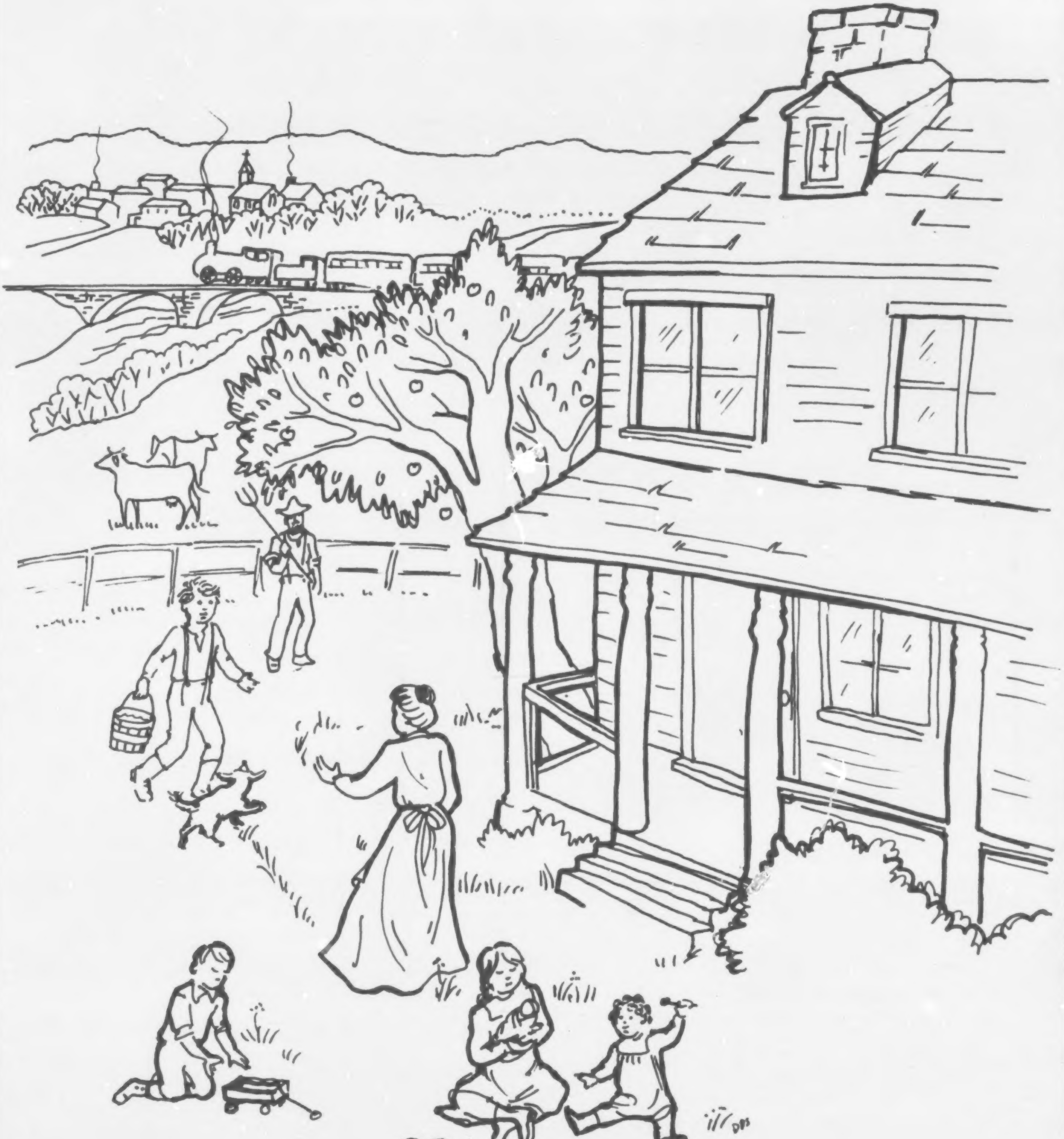
EXERCISE 2. WORLD CULTURES

Now you know something about the different geographical areas in the world. What kinds of people live in them? The questions below could be asked about people from anywhere. Your teacher will tell you which area your group should find answers about.

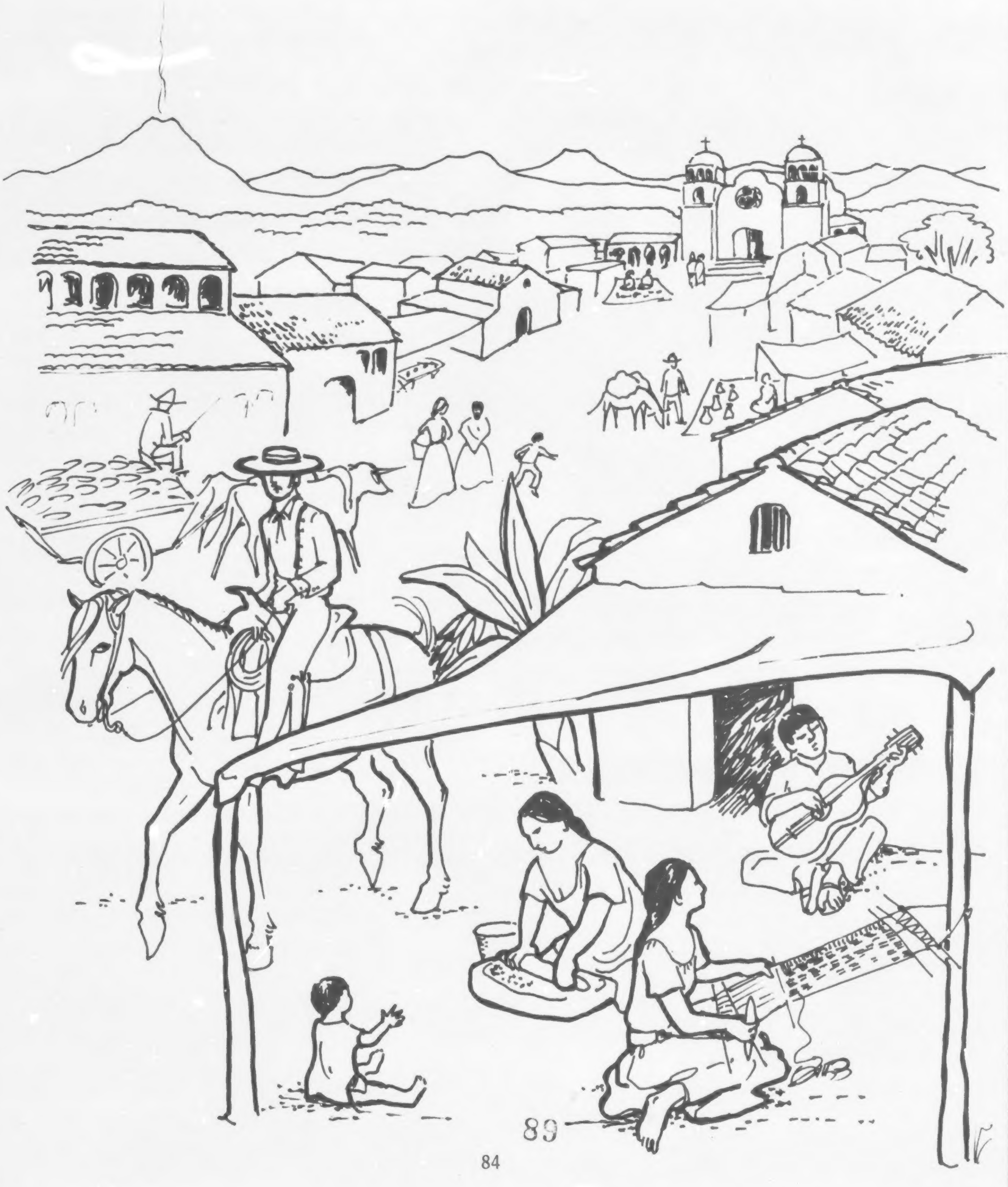
To start off, look at the picture about the area you are working on. Your teacher will tell you which page it is on. He or she will also let you see a map of the world with the countries marked on it. If you look carefully, you will find the answers to all the questions in one or the other. The pictures show how one part of each area looked 100 years ago, before people travelled so much and started using the same things. Today, for instance, machines are made in all countries.

1. What is the name of the area you are studying?
2. What countries are in it?
3. What kinds of plants grow there?
   What is the weather like?
   Are there mountains, plains, rivers, etc.?
4. What race or races of people live there?
5. What did the people wear?
6. What did they eat?
7. What were their houses like?
8. What kinds of things did they produce?

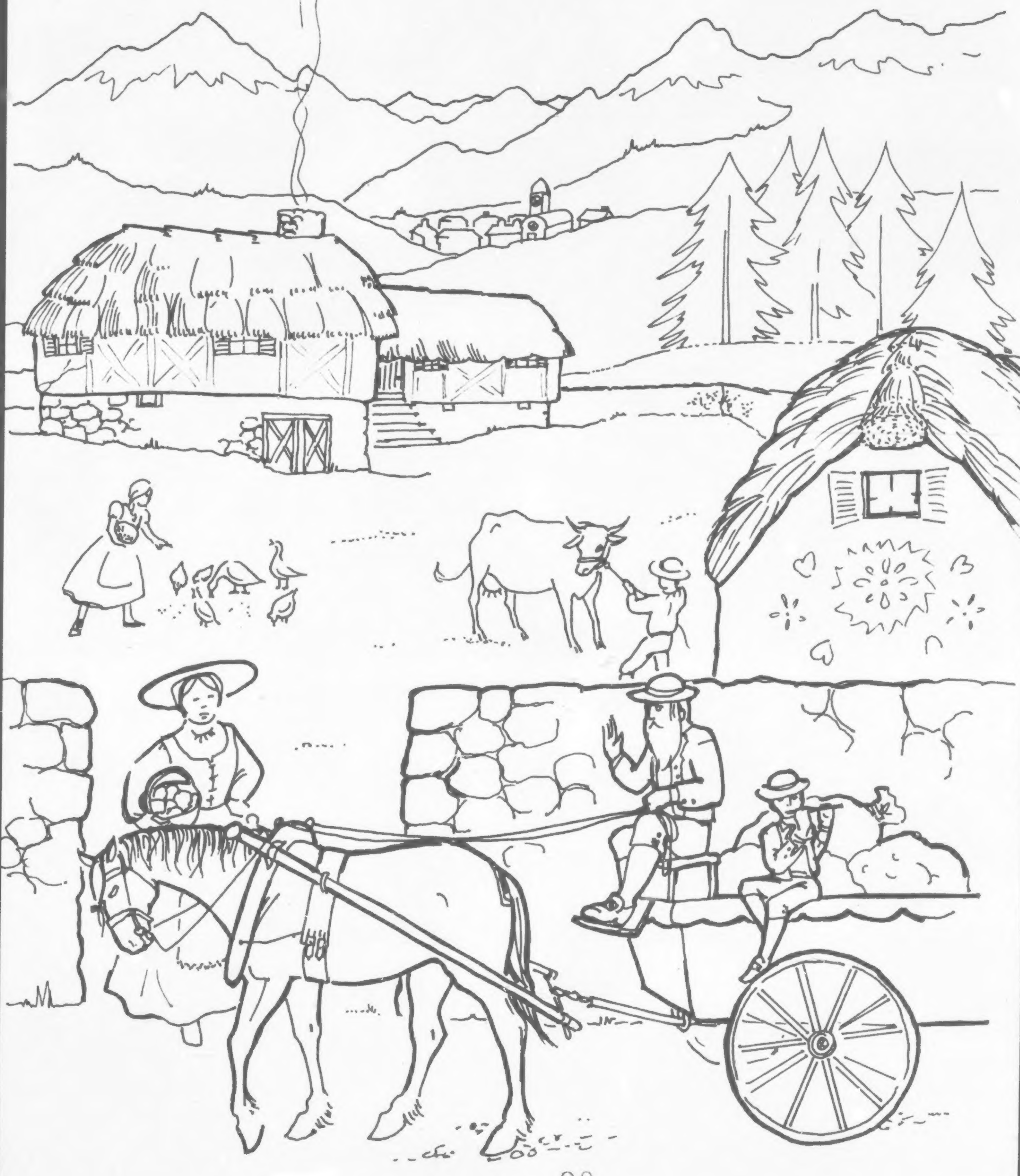
NORTH AMERICA (North-East U.S.A. c.1900)



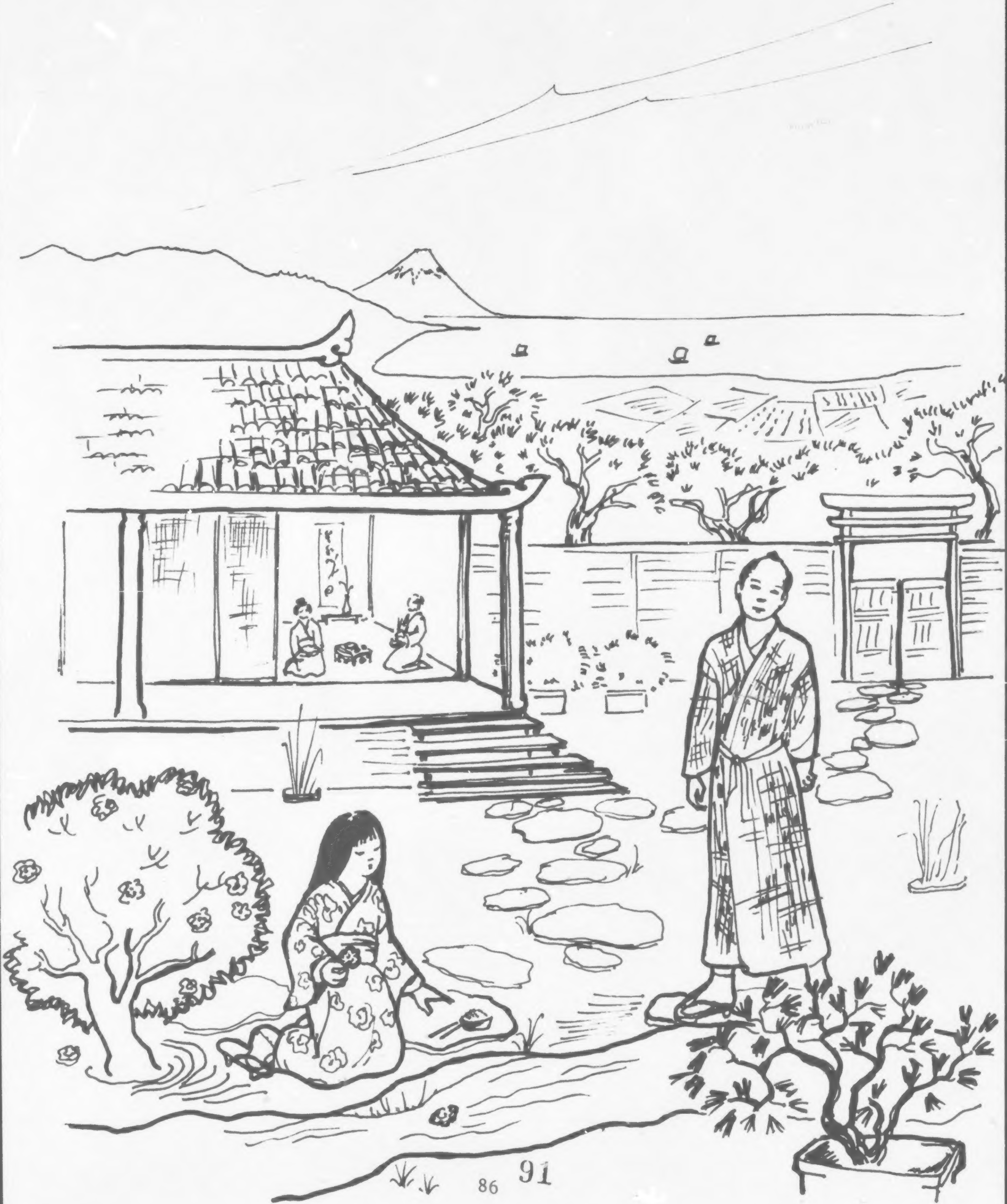
SOUTH AMERICA (NICARAGUA)



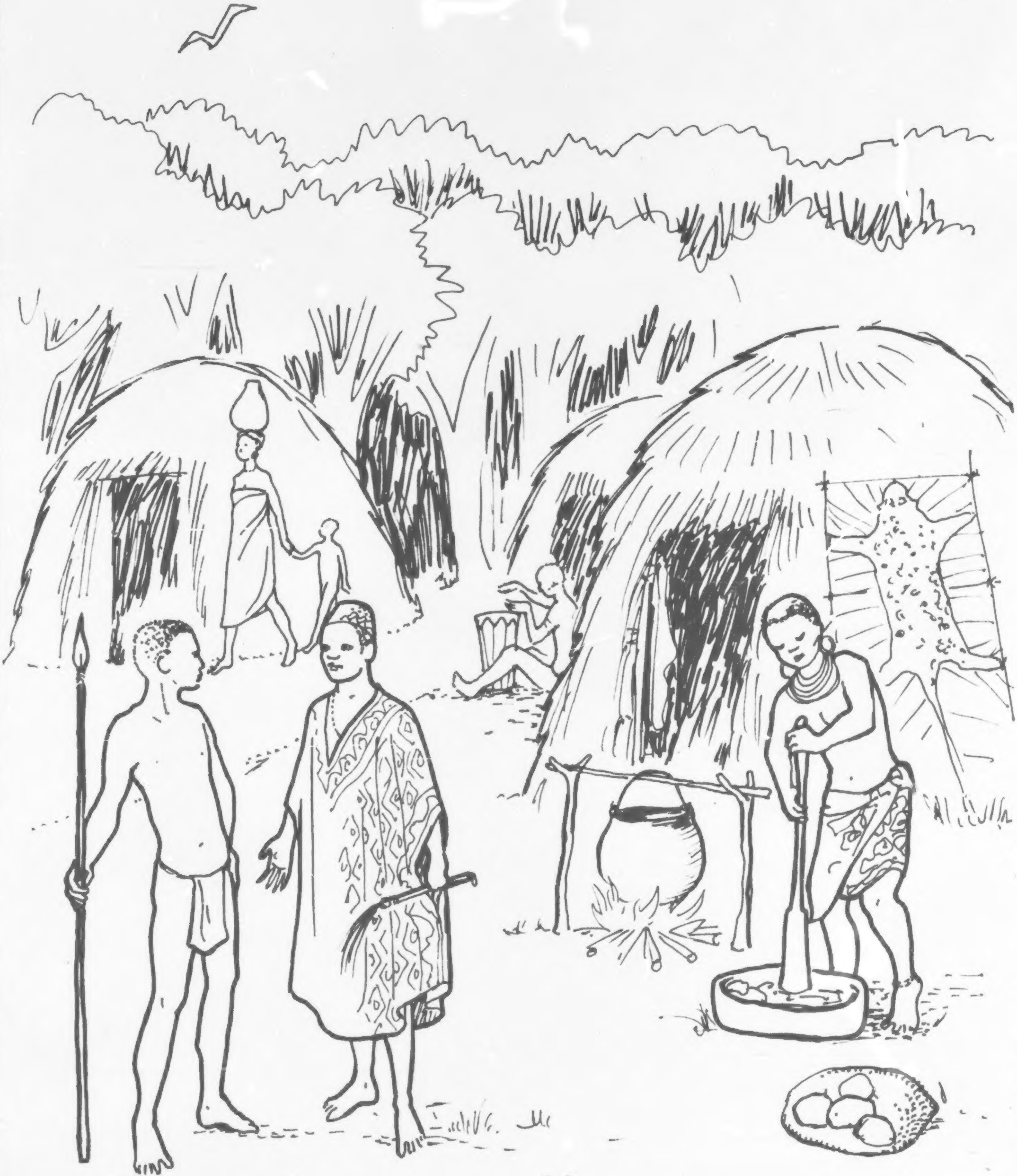
EUROPE (SWITZERLAND, c.1900)



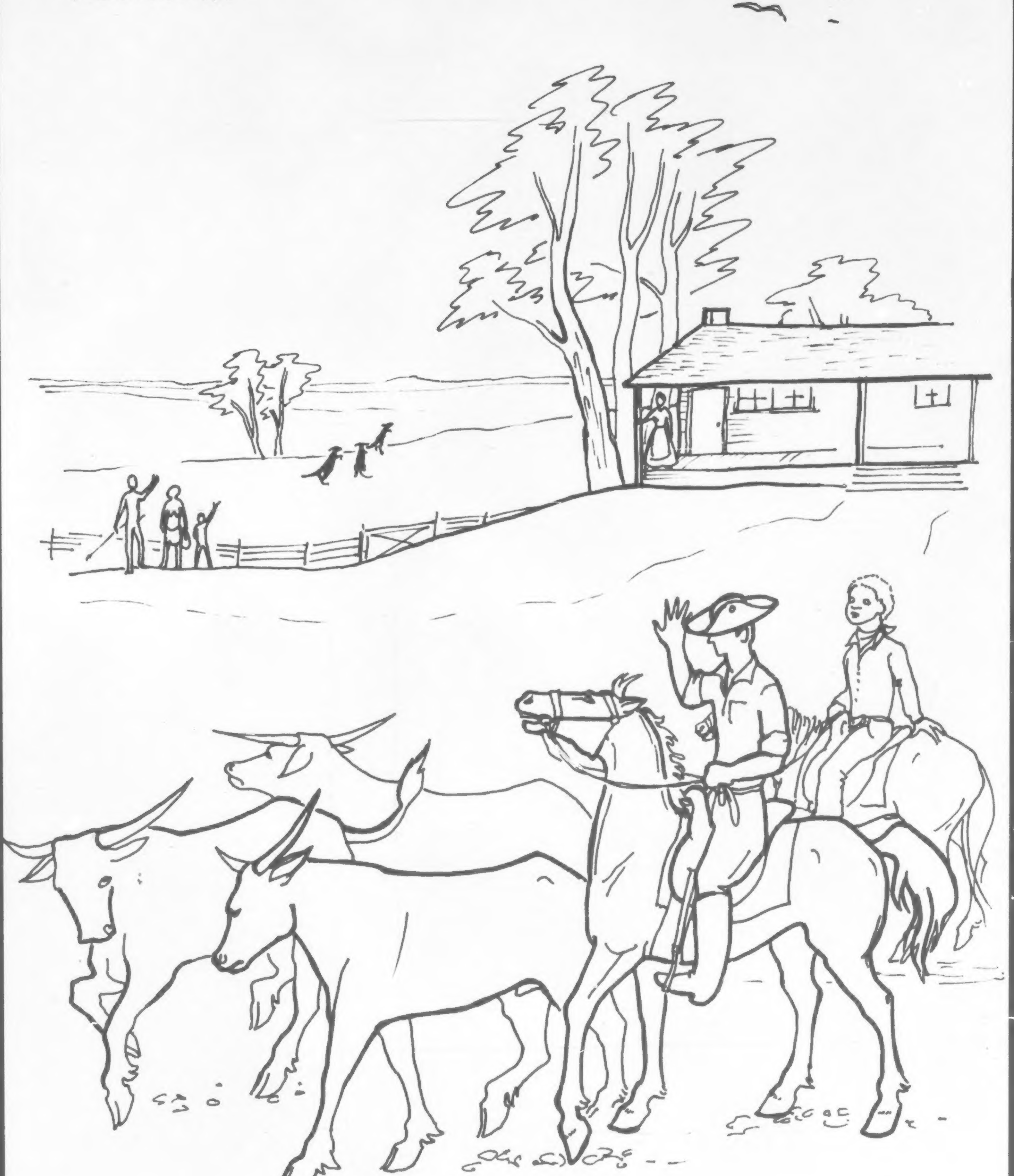
ASIA (Japan)



AFRICA (West Coast)



AUSTRALIA



6. In most areas, differences in dress were more apparent 100 years ago than they are today. These days, most people, especially in the cities, wear European style clothes and save more traditional clothing for special events. Since clothing usually evolves in response to climate as well as to the type of activities people do, and what they consider attractive, in some cases the kind of clothing people wear now is much less suitable than the kind they used to wear--for instance, the discomfort of a business suit in the tropics. The adoption of Eruropean clothing all over the world is an example of cultural influence.

7. In some areas, there are a few very rich people and a lot of poor ones, while in others, everyone has a similar standard of living. When the differences are great, culture tends to be fragmented, the life of the rich being very different from that of the poor.

8. In some cultures, families consist of grand-parents, parents, children, uncles, cousins, etc., who all live together in one dwelling, whereas in others a family is a couple, and perhaps a few children, living separately. Family structure often depends on environmental factors, such as availability of housing, food sources, etc.

Encourage students to discuss these ideas either in small groups or with the whole class.

Exercise 3. Finishing the Bulletin Board

So far, your display includes something about your own community, your tribes, Indian culture areas, and ethnic groups in the U. S. Now you will be showing something about the rest of the world. Your display should show at least the geographical areas you answered questions about for Exercise 2. Start by putting up those answers, and indicate with yarn what part of the world they belong to.

If you have time, and more information, you could also put up information and pictures showing how they travel, what sports and entertainment they like, religion, what their families are like, etc. Look in newspapers and magazines for pictures and articles about your area and put them up too.

If ancestors of an American ethnic group came from a country in your area, stretch a piece of yarn from that country to the map of the U. S. (the group doing North America should connect the U. S. map with North America on the world map).

Remember, the pictures in your book showed only one part of an area. As you found out when you studied Indian and American ethnic cultures, one large area can have many kinds of cultures. But all those cultures will probably be more like each other than they are like cultures from a different area.

Exercise 3. Finishing the Bulletin Board

Read students the following introduction:

For this part of the display you will need to make available one of the world maps used in Exercises 1 & 2. Each workgroup should be assigned one or more geographical areas, depending on time and resources provide them with whatever additional resources you can to add to their reports. If you have time and resources, you might assign single or pairs of students to report on smaller areas or countries.

Some good resources which you might be able to bring into the classroom include encyclopedias, geography texts, world history books, illustrated books about children in other lands, etc. Time-Life put out a series of books about cultures of the world which are excellent, and of course National Geographics are a treasure-house of material. You might also check your schools A-V collection for films or filmstrips on different parts of the world. The list of films in the back of this book also includes suggestions (p. 110).

As you help students work, be alert to point out any similarities between other culture groups and any of the Indian cultures, especially if they are similar because of a similar environment.

Review Questions

When you have finished the other exercises in this activity, hand out the Review questions on p. 92 . The purpose of these questions is to get back to the idea that everyone has the same basic needs, even though different cultures may meet them differently.

Afterward, you may want to discuss student answers, based on the sample answers on p. 97 of this Guide.

Be sure and check the Resource List and Bibliography at the back of this book for suggestions on films and other materials to use with this Activity.

REVIEW EXERCISE

1. List seven important geographical areas.
2. After each activity described below, write down what need it meets:

   (example: growing corn in Arizona - food)

   a. a group of men are making adobe bricks in Mexico __________________

   b. women factory workers weave wool cloth in England __________________

   c. children go swimming on the coast of Australia __________________

   d. an old woman looks for healing herbs in the jungle of Brazil __________________

   e. the men of the village dig a well in India __________________

   f. women plant rice in Japan __________________

   g. men in a factory are building a car in the U. S. __________________

   h. a young woman is painting a picture in France __________________
3. Describe one thing you or your family do to meet each need you listed for question 2.

   (example: food - we eat chile)
4. a. Name two areas where some people live in tents and move around a lot.

   b. Name two areas where many people live in houses of stone and brick.

   c. Name two areas where people do fine carving.
5. If you could travel anywhere you wanted, where would you go?

   Why?

Exercise 1. Geography - Sample Answers

1. There are a number of ways in which the world can be divided. When students are looking at a map, the geographical unity of the continents should be apparent. That is one basis. Climate and terrain are others. Draw on what they learned in Activity 2 to establish the concept of environmental zones. You might also point out that rivers and mountain ranges are also good points at which to divide an area. Cultural differences may be brought up here. Students should be praised for thinking of them, and asked to hold on to those ideas till question 5.

2. Students will probably volunteer "Island" as the answer to the first part of this question immediately. They may need to be told that the answer to the second part is "continent." Point out the continents and name them. North America, South America, Africa, and Australia will be obvious. Point out the mountain ranges that separate Europe from Asia.

3. The continents which should be named are: North America, South America, Europe, Africa, Asia, and Australia. Antarctica can also be named if you want to get fancy.

4. North America.

5. Here students can apply some of the criteria they thought of for Question 1. One area which should be named is India. Explain that it is often called a "sub-continent" because it has water around so much of it. Other geographical areas which could be named include: the Arctic, Central America, Scandinavia, the British Isles, the Mediterranean, the Middle East, Siberia, the Far East, Southeast Asia, the South Seas, etc. Most of these are ecological zones.

6. Agree with the class on a list of the areas which have emerged as being most important from your discussion. Unless you have very able students or plenty of time, try and keep the list fairly short--ideally the same number of areas as you have workgroups. As you outline and label the areas on your map, encourage students to do the same on theirs.

Exercise 2. World Culture - Sample Answers

1. NORTH AMERICA

2. Canada, the United States, Mexico

3. forests, plains, desert
cold in the north, warm and cool in the middle, warm in the south. The biggest mountain range is the Rockies, plains fill the middle, the two biggest rivers are the Mississippi and the St. Lawrence.

4. Indian, White, some Black (Chicano, some Asians)

5. men wore shirts and pants and coats, women wore long dresses, both wore hats

6. wheat, beef, pork, chickens & turkeys, fish, bread, meat, vegetables, sweets

7. big houses for one family each made of brick, wood, or stone

8. many machines to help people do things

1. SOUTH AMERICA

2. (Central America) Mexico, Quatemala, Honduras, Beleze, El Salvador, Nicaragua, Costa Rica, Panama, Cuba, Dominican Republic, Haiti.

(South America) Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, Paraguay, Brazil, French Guiana, Surinam, Guiana

3. jungles, plains, desert
very hot in the north and middle, warm and cool farther south, cold at the very bottom/the Andes mountains run from north to south, there are plains in the southwest. The Amazon is the greatest river.

4. Indian, White (Latino or European), some Black, some Asian, many mixed race

5. men: shirts, trousers, sandals, boots, jackets, hats; women: blouses, skirts, etc.

6. corn, potatoes, manioc; beef; many kinds of vegetables, especially beans

7. most houses were built of adobe bricks, whitewashed with tile roofs

8. fine weaving, leather-work, beautiful churches, music

1. EUROPE

2. Norway, Sweden, Finland, Poland, U.S.S.R., Switzerland, Great Britain, France, Netherlands, Belgium, East and West Germany, Spain, Italy, Greece, Yugoslavia, Rumania

3. forests, plains

cold in the north, warm and cold in the middle, and south
there are mountains in Scandinavia, the Alps in Switzerland, and the Pyrenees between France and Spain. There are many rivers, and some plains.

4. White
5. shoes, pants, shirts, coats, hats for men. Long dresses and hats for women
6. wheat bread; beef, pork and chicken; potatoes, peas and some other vegetables, fruit, and sweets
7. they built houses out of brick, wood, and stone
8. they made machines, paintings, music, etc.

1. AFRICA
2. (c. 1974) Morocco, Spanish Sahara, Mauritania, Senegal, Gambia, Portuguese Guinea, Guinea, Sierra Leone, Liberia, Ivory Coast, Mali, Upper Volta, Ghana, Togo, Dahomey, Nigeria, Niger, Cameroon, Equatorial Guinea, Gabon, Central African Republic, Congo, Zaire, Angola, Nimibia, South Africa, Botswana, Rhodesia, Mozambique, Zambia, Malawi, Tanzania, Burundi, Rwanda, Uganda, Kenya, Smalia, Ethoepia Sudan, Egypt, Chad, Libya, Algeria.
3. jungle, desert, plains
hot in the north and middle, warm in the south
in the north is the great desert, the Sahara; there are mountains in the east, and plains in the south (the veldt); two of the greatest rivers are the Nile and the Niger
4. Black, and some Whites
5. most of the people wore very little because it was so warm. Generally men wore a loincloth, and women a skirt, or shirts or wrap-arounds of cotton.
6. corn, manioc, wild roots; wild game or beef; fruits; wheat in the north
7. in the desert the people had portable tents; in the jungle, houses of thatch on a pole frame
8. carvings, metalwork, music

1. ASIA

2. (Middle East) Turkey, Syria, Lebanon, Israel, Jordan, Irag, Saudi Arabia, Yemen, P.D.R. of Yemen, Oman, Arab Emirates, Iran, Afghanistan, Pakistan; (India) India, SriLanka, Nepal, Sikkim, Bhutan, Bangladesh; (Far East) Russia, Mongolia, Tibet, China, Korea, Japan, Taiwan; (Southeast Asia) Burma, Thailand, Laos, Cambodia, North and South Vietnam; (East Indies) Malaysia, Indonesia, New Guinea, The Philippines.

3. forests, plains, desert, jungle
   very cold in the north, warm and cold in the middle, hot in the south
   the greatest mountains are the Urals in the west, and the Himalayas in the east; great rivers include the Volga, the Yellow, southeast asia has many smaller rivers.
   there are wide plains in eastern Russia and China.

4. Asians and Whites

5. in China, both men and women wear shirts and trousers; elsewhere, in the north men and women both wore wrap-around robes. In the south people wore lengths of cloth wrapped and draped around them in various ways.

6. the basic dish in Asia is rice, fixed with pieces of meat and vegetables in various ways.

7. in the northern plains, people used skin tents; in China, houses of mud-brick or stone; in Japan, mats stretched over a frame of heavy wood; in the southeast, thatch over a wood frame.

8. fine carving and jewelry, silk and other kinds of cloth, great buildings, metalwork, painting.

1. AUSTRALIA

2. Australia (New Zealand is nearby, and very similar).

3. desert, plains, forests (eucalyptus)
   very hot and dry in the north; warm and cool in the south
   the north is desert, the south is plains and woods

4. White, Australian aborigines.

5. the whites wore shirts, trousers, dresses, etc. as in Europe; the aborigines wore loincloths and skirts.

6. wheatbread, beef, vegetables. (the aborigines ate wild plants and game.)

7. houses of wood, brick, stone (aborigines-brush huts).

8. some machines, wool cloth, beef.

Review Exercise - Sample Answers

1. North America, South America, Europe, Asia, Africa, and Australia or any sub-areas mentioned in class
2. a. shelter (housing)
    b. shelter (clothing)
    c. security (entertainment)
    d. security (health care)
    e. food (water)
    f. food
    g. aids (transportation)
    h. security (art or entertainment)
3. judge on the basis of whether or not the activity described is appropriate to the need listed (whether or not that need was correct for the activity in question 2)
4. a. North America, Asia, North Africa
    b. North America, Europe, Australia
    c. Africa, Asia
5. judge on reasoning shown

Activity 6. Part of the Universe ?

GOAL: To enable students to pull together and review what they have learned about ways in which all people are both unique and the same.

OBJECTIVE: Students will give thoughtful answers to questions about what people on earth are like.

WHAT STUDENTS WILL BE ASKED TO DO

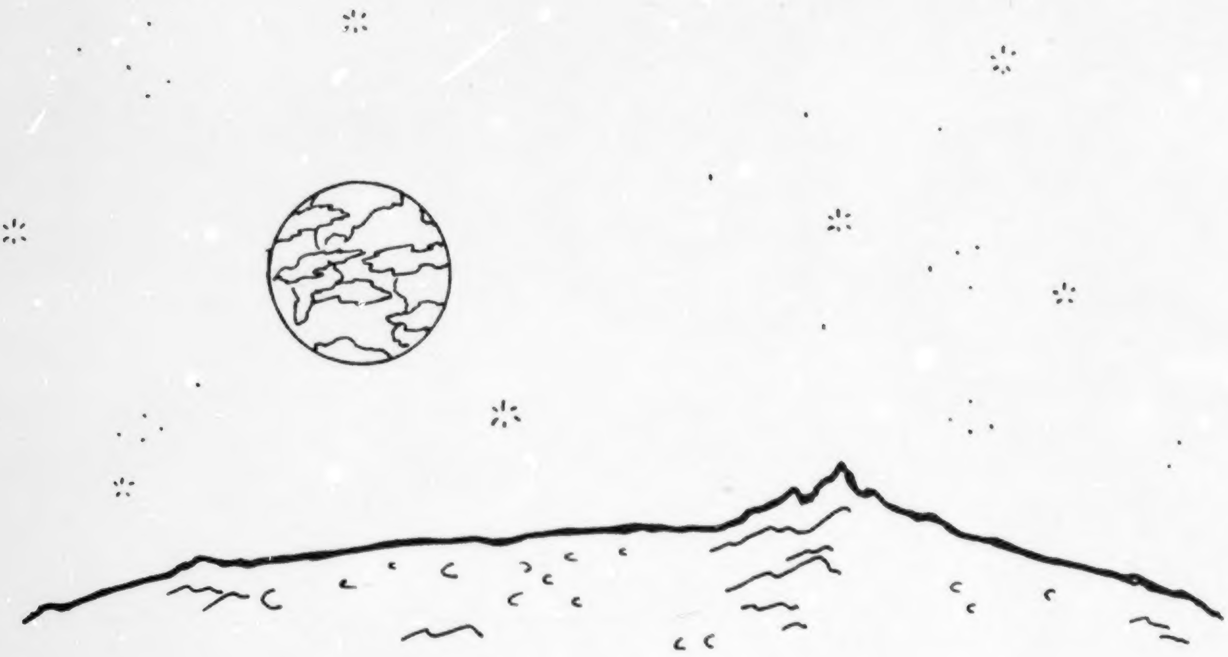
- read a short passage
- answer two questions orally or in writing

PROCEDURE

This can be considered an optional activity. If time is short, or if you feel that the preceding activities have given students full mastery of the concepts being covered, you may choose to skip it, or give students the choice of whether to read the passage on p. 99 and think about the questions which follow or not.

No form for answering the questions is prescribed so that you will have the option of having each student write a short essay, or choosing to discuss the possibilities orally with the class. You may want to review some of the ideas they have covered in this unit verbally before letting them start. They should be encouraged to focus on some of the ways they have found all men to be similar, as well as ways in which each group, and each individual, is unique.

If you can obtain a poster showing the earth as seen from the moon, it would be very effective final item for the display.



In 1969, three Americans were shot away from the earth in a rocket. They went to the moon. That was the first time any people had ever been on another planet. After them several other groups of men went to the moon.

They travelled for many days in a tiny space-craft. They had to take all their food and water and air with them. There were no other people for millions of miles. There was no other anything for miles. They looked back at the earth, and it looked blue (from the oceans), and white (from the clouds) and beautiful.

But when they came back they felt different. They said that when they left they felt they were leaving Florida and the U. S. They thought of themselves as Americans. But when they came back they felt that they were earth-people. They were not coming back to their communities, or their country, but to the world.

Maybe someday people from another planet will come to visit the earth.

Suppose someone from space came to the earth and asked--

"What are earth-people like?"

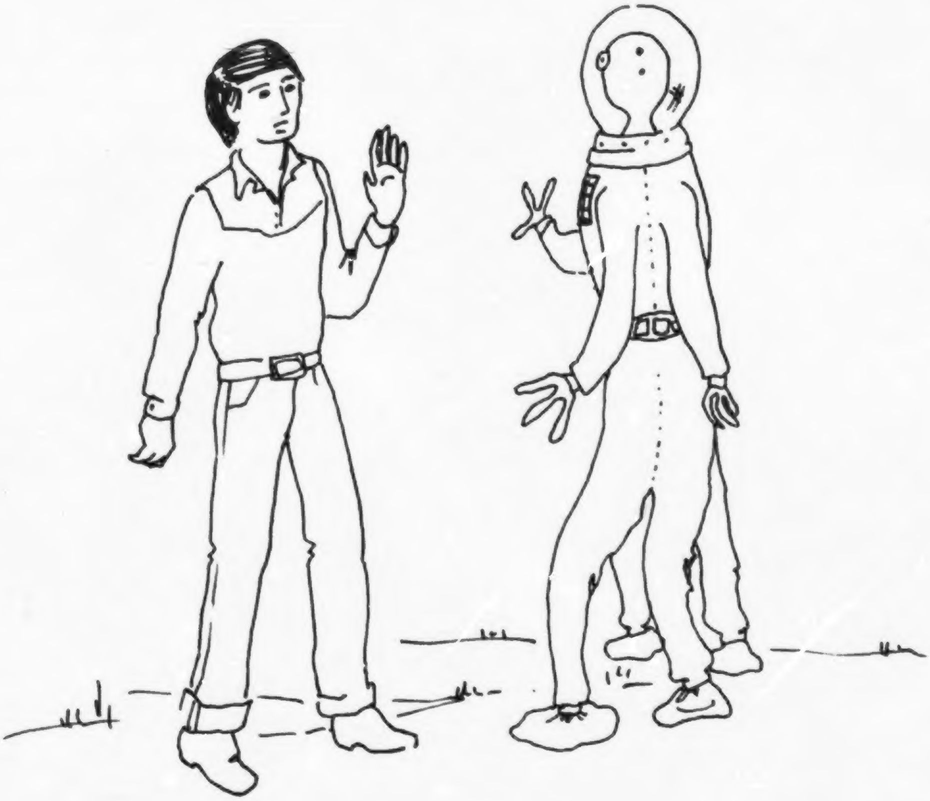
What would you say?

(What do you think the most important things to tell him or her would be?)

What if he or she asked you--

"Are other earth-people like you or not?
In what ways?"

What would you say?



Using The Test

The test questions on the next four pages are intended to check student acquisition of the main points covered in this unit. If your presentation of this material has varied to any significant degree from what is in this book, you may want to add or replace questions on the test.

In addition to serving as a measure of student achievement, having students answer these questions can also serve as a useful review activity.

Sample answers appear on pp. 101-109.

Name________________________________

Date________________________________

QUESTIONS FOR STUDENTS WHO HAVE FINISHED "PART OF THE WHOLE WORLD"

1. What are six words you could use to say who you are?

   a.

   b.

   c.

   d.

   e.

   f.

2. Circle true or false to say what a community is--

   A community is:

a.	an area where people live	T	F
b.	a group of people who are all exactly alike	T	F
c.	can be several related families	T	F
d.	can be people who live far apart	T	F
e.	is a group of people who share social or business activities	T	F
f.	is a city or town	T	F

3. List six things that all people need:

   a.

   b.

   c.

   d.

   e.

   f.

4. A culture is made up of people who are like each other in many ways. List three ways people can be like each other which might make someone call them a culture.

They might have the same: a.

b.

c.

5. Draw lines to match the following Indian groups with the correct statements about them:

a. Publo Indians °

b. the Iroquois °

c. Northwestern tribes °

d. Woodland Hunters like the Chippewas °

e. Prairie Farmers °

f. Plains Indians °

g. the Basin and Plateau tribes °

h. the Navajos °

i. California Indians °

j. the Cherokees °

° took boats on the ocean to catch fish

° made almost everything they used from skins

° had large round houses covered with earth

° invented an alphabet for writing their language

° are famous for making rugs and jewelry

° knew how to make flour from acorns

° had a government system the U. S. admired

° have villages which have been in the same place for centuries

° made boats, boxes, etc. from birchbark

° had to move often because their country didn't have much food

6. Name three important ideas, things, or ways that Indians have given America:

a.

b.

c.

7. Name two American ethnic groups you have studied and fill in these statements about them:

a. name of group-- ____________________ ____________________

b. their ancestors came from-- ____________________ ____________________

c. they have given America-- ____________________ ____________________

8. a. Name one way people in the same ethnic group are like each other:

____

b. Name one way people in the same race are like each other:

____

c. Name two ethnic groups which belong to the same race

____________________ ____________________

9. Think of one geographical area you have studied (except North America).

Complete these sentences:

a. The name of the area is ______________________________

b. The country has ______________________________

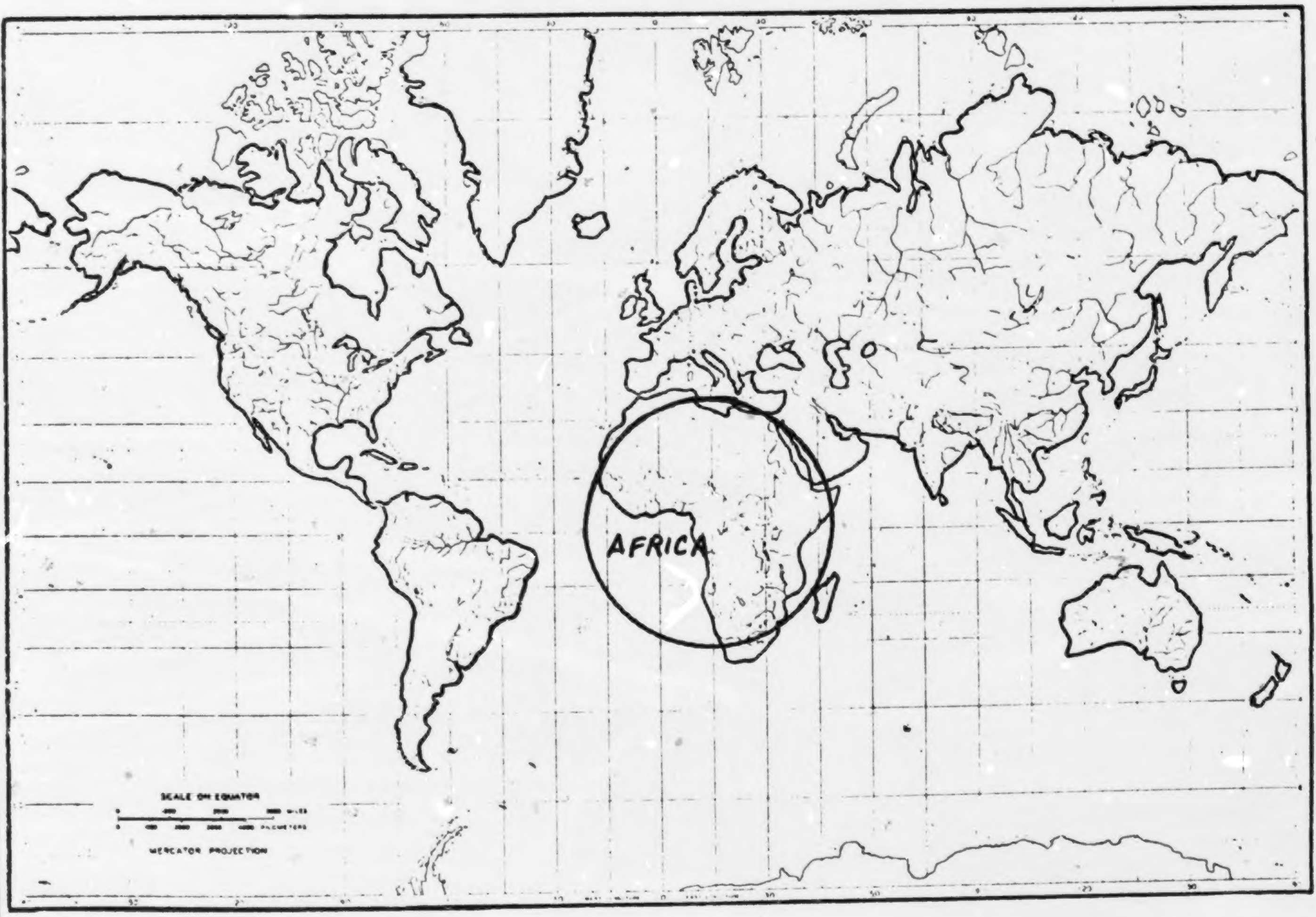
c. The race or races who live there are ______________________________

d. Their houses are made of ______________________________

e. They eat ______________________________

f. They are good at ______________________________

10. One of the geographical areas you have studied is circled on the map below. Draw circles around six other areas and write their names in the circles. (To get credit you have to have the circle in the right place and the right name with it.)


AFRICA
SCALE ON EQUATOR
MERCATOR PROJECTION

Name________________________________

Date________________________________

QUESTIONS FOR STUDENTS WHO HAVE FINISHED "PART OF THE WHOLE WORLD"

1. What are six words you could use to say who you are? *Any of the following*

   a. *name (1st, last, nickname, Indian name, etc.); member of _____ family*

   b. *student at _____ school; adjective of place or resident of _____ town*

   c. *clan, tribe*

   d. *Indian*

   e. *resident of _____ reservation, in state; American*

   f. *North American; Terran, Earth-person, etc.*

2. Circle true or false to say what a community is--

   A community is:

a.	an area where people live	T	F
b.	a group of people who are all exactly alike	T	F
c.	can be several related families	T	F
d.	can be people who live far apart	T	F
e.	is a group of people who share social or business activities	T	F
f.	is a city or town	T	F

3. List six things that all people need: *Any of the following:*

   a. *food, water*

   b. *shelter (clothing, housing, heat)*

   c. *security - physical, protection*

   d. *health, entertainment, religion*

   e. *tools/aids, transportation, communication*

   f. *education, arts*

4. A culture is made up of people who are like each other in many ways. List three ways people can be like each other which might make someone call them a culture. *Any of the following:*

They might have the same: a. *language, religion, arts*

b. *kind of houses, clothing*

c. *food, family structure, life style*

5. Draw lines to match the following Indian groups with the correct statements about them:

a. Publo Indians
b. the Iroquois
c. Northwestern tribes
d. Woodland Hunters like the Chippewas
e. Prairie Farmers
f. Plains Indians
g. the Basin and Plateau tribes
h. the Navajos
i. California Indians
j. the Cherokees

took boats on the ocean to catch fish
made almost everything they used from skins
had large round houses covered with earth
invented an alphabet for writing their language
are famous for making rugs and jewelry
knew how to make flour from acorns
had a government system the U. S. admired
have villages which have been in the same place for centuries
made boats, boxes, etc. from birchbark
had to move often because their country didn't have much food

6. Name three important ideas, things, or ways that Indians have given America:
Any of the following:
a. *foods, such as corn, beans, potatoes, squash, pepper, tomatoes, cocoa, peanuts, avocado, pineapple, manioc*
b. *canoes, kayah, snowshoes, tobaggans*

c. *idea of a league of sovereign groups, individual dignity, belief in harmony with nature, courage, etc.*

Also:
drugs such as quinine, tobacco, curare, etc.
sports such as Lacross

7. Name two American ethnic groups you have studied and fill in these statements about them:

		Sample	
a.	name of group--	*Chicanos*	*Blacks*
b.	their ancestors came from--	*Mexico (Spain)*	*Africa*
c.	they have given America--	*Chile, architecture* *ranching, etc.*	*jazz, peanut butter* *civil Rights movement, etc.*

8. a. Name one way people in the same ethnic group are like each other:

they may have same language, religion, arts, history, pt. of origin

b. Name one way people in the same race are like each other:

same color, kind of hair, blood-type, facial structure, body-type, eye-color

c. Name two ethnic groups which belong to the same race

ex. Caucasian: Anglo, Polish, Irish, Italian, Basque, etc.

9. Think of one geographical area you have studied (except North America).

Complete these sentences: *Sample*

a. The name of the area is *Europe*

b. The country has *forests, plains, mountains, rivers, rain*

c. The race or races who live there are *Whites/Caucasians*

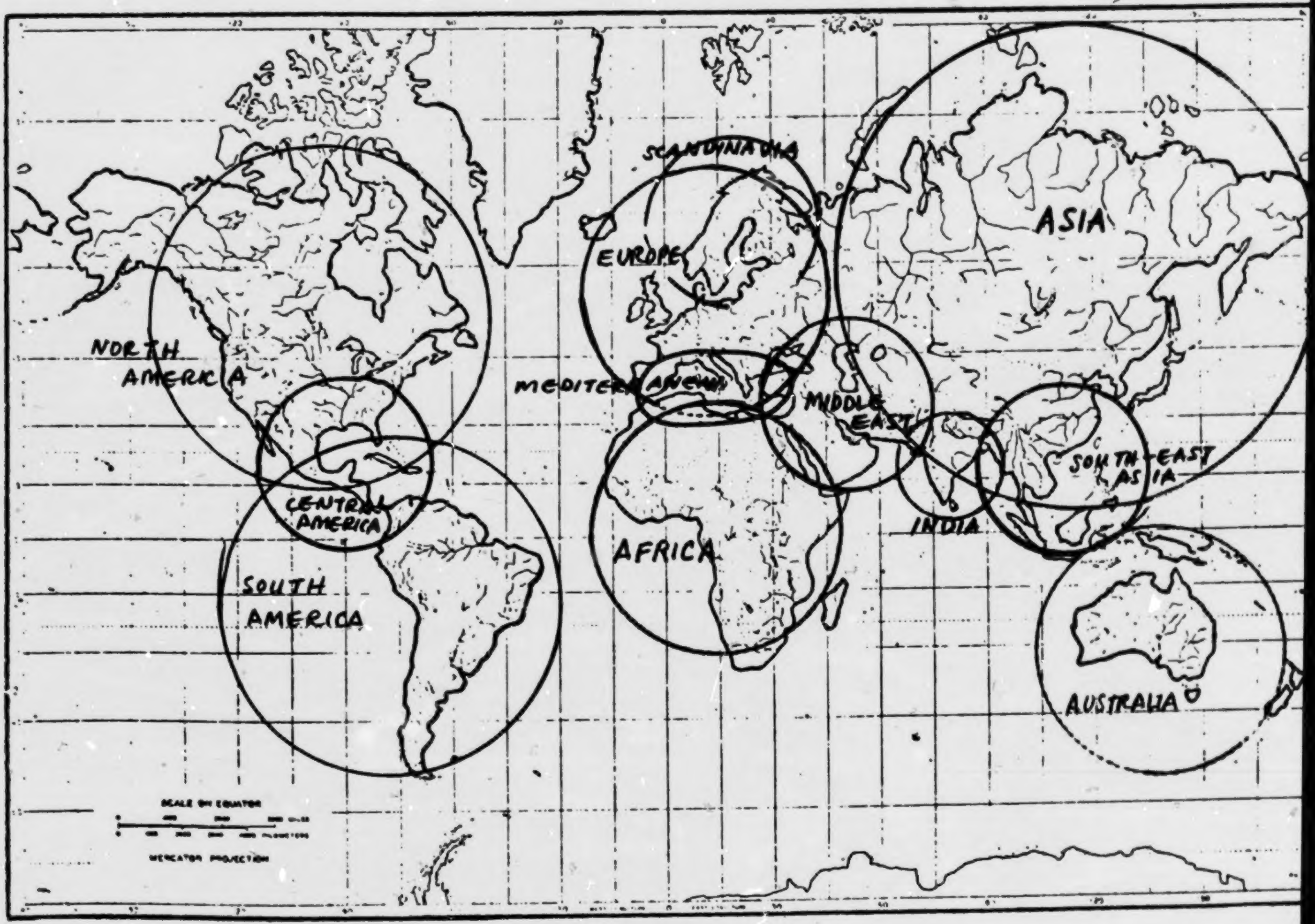
d. Their houses are made of *wood, stone*

e. They eat *meat, wheat bread, milk products, vegetables and fruit*

f. They are good at *making machinery, arts, literature*

10. One of the geographical areas you have studied is circled on the map below. Draw circles around six other areas and write their names in the circles. (To get credit you have to have the circle in the right place and the right name with it.)

POSSIBLE CHOICES


SCANDINAVIA
EUROPE
ASIA
NORTH AMERICA
MEDITERRANEAN
MIDDLE EAST
CENTRAL AMERICA
SOUTH AMERICA
AFRICA
INDIA
SOUTH-EAST ASIA
AUSTRALIA
SCALE ON EQUATOR
MERCATOR PROJECTION

Additional Resources

Starting on the next page, you will find a list of audio-visual materials which you can use to supplement and enrich the material presented in this unit. For your convenience, the list has been divided so that you can find a separate set of audio-visual materials for each Activity in the unit. Also, each audio-visual aid has been described.

The audio-visual materials listed on the following pages can be obtained from any of the following distributors:

Apache-Navajo Career Education Media Center, P.O. Box 749, St. Johns,
Arizona 85936
available to schools in Navajo and Apache Counties in Arizona

Center for Mass Communication, Columbia University Press, 136 South
Broadway, Irvington-on-Hudson, N.Y. 10533

Contemporary/McGraw-Hill Films, 1221 Avenue of the Americas, New York,
New York 10020

Encyclopaedia Britannica Education Corp., 425 North Michigan Ave.,
Chicago, Illinois 60611

Extension Media Center, University of California, Berkeley, CA. 94720
"available to colleges, schools, institutions, industries, responsible individuals, and organizations for use within the United States"

National Film Board of Canada, 16th Floor , 1251 Avenue of the Americas,
New York, N.Y. 10020
sells (but does not rent) films for use within the United States

United States National Audiovisual Center, National Archives and Records,
Washington, DC 20409

University of British Columbia, Vancouver 8, B.C., Canada

ACTIVITY 1-2

These are My People

Contemporary McGraw-Hill rent $12 b & w NFBC sale $90

First film by the Challenge for Change Program's Indian film crew, who shot their first training footage at the Akwesasne (St. Regis) Mohawk Reserve and have edited this footage into a sincere homage to the People of the Longhouse. The film presents the Indian's own view of Indian religion and culture, of the effect of the coming of the white man, and of the revival of the Longhouse culture.

Indian Artists of the Southwest

EMC #8656 15 min color rent $13

Shows Native American artists and craftsmen---from the Zuni, Navajo, Pueblo, and Hopi nations---as they fashion stone and silver ornaments and jewelry, make pottery, weave rugs, and carve kachina dolls.

Indian Life in North America

Available to schools in Navajo and Apache Counties, Arizona on loan from Apache-Navajo Career Education Resources

Four filmstrips and cassettes on the Havasupai of the Grand Canyon (Parts I & II) and the Pueblo Indians of the Southwest (Parts I & II)

Indians of California, Part I (Village Life)

EMC #2881 15 min color rent $12

Story of the California Indians as they lived in the days before the White man came to the Pacific Coast. Records the customs and traditions of a disappearing culture.

Indians of California, Part II (Food)

EMC #5505 14 min color rent $12

Beginning with shaping arrowheads and stalking deer, shows how food is gathered, cooked, and eaten by California Indians. Fireside stories become a way of passing history and customs from generation to generation.

ACTIVITY 1-2

Tribe of the Turquoise Waters

EMC #6681 13 min color rent $10

Records a visit by pack train to the valley of the Havasupais, deep in the Grand Canyon of the Colorado. Lured by fertile soil and abundant water, this agricultural tribe has lived here for centuries. We see aspects of their daily life.

Warriors at Peace

EMC #6682 12 min color rent $10

Contrasts the peaceful modern life of the Apache with their warlike past. Their homes hug close to the streams, with modern cottages standing beside the wickiup of earlier times, and their reservation is one of Arizona's finest cattle ranches. Also shows the ancient rituals of the pollen-blessing ceremony and the devil dancers.

Desert People

United States National Audiovisual Center 25 min color cost not given

Tells the story of the Papago Indians who have lived on the desert for centuries. Relates how they chose to live on the desert because they liked it, how to them it is not forbidding wasteland and how they find uses for every growing thing. Shows how they manage to farm a little land and raise cattle.

Pine Nuts---A Food of the Paiute and Washo Indians

University of British Columbia 13 min color cost not given

Demonstrates how Indians process pine nuts, a nutrituous food obtained from the the Pinon tree of the Great Basin area. Shows how the nuts are extracted from cones, parched with hot coals, cracked on grinding stones, ground and eaten dry or drunk in a thin gruel.

Old Antelope Lake

Center for Mass Communication 11 min b & w cost not given

Gives a sense of what's important to a Navajo and what isn't. Beginning at the source of the lake, the camera moves around the lake showing the unity between natural things and human beings in the environment.

ACTIVITY 1-2

People of the Buffalo

EMC #8581 14 min color rent $12

Encyclopaedia Britannica Education Corp. rent $8 sale $167.50

Uses the dramatic paintings of Frederic Remington and other artists of the mid-1800's to present a vivid impression of the life of the Native Americans and the buffalo herds with which they shared the western plains. Shows how the buffalo formed the core of Plains Indian society, serving not only its basic needs but its religious and artistic life as well. Explains how the westward advance of White settlers, soldiers, and mercenaries destroyed the buffalo and therfore the livelihood and culture of the Indians.

Little White Salmon Indian Settlement

EMC #8489 16 min color rent $23

Examines aspects of Native American life, past and present, in the Pacific Northwest, interspersing historical material with a report, from the Indians' point of view, on their current struggle for fishing rights on the Columbia River. Although the Indians have used the river in an ecologically sound manner for thousands of years, they are now fighting attempts by Oregon and Washington officials to regulate their fishing rights and give economic advantages to commercial fisheries. Aspects of Native American culture depicted include traditional fishing and foraging methods and colorful ceremonial dancing. Narration written and spoken by Native Americans.

Indian Crafts of the Southwest

Available on loan to schools in Navajo and Apache counties, Arizona from
Apache-Navajo Career Education Resources

Four filmstrips and cassettes on Navajo rug weaving, Acoma portery making, Papago basket weaving, and making Hopi Kachina dolls.

ACTIVITY 2

In Search of the Lost World (Motion Picture)

Films Incorporated, 1971 52 min 16mm sound color film #135-0 17

To justify centuries of conquest and exploration, American Indians have been long characterized as ignorant barbarians. Despite abundant evidence to the contrary, the history of civilization in America (North and South) is too often said to begin in 1492. Two million earthen mounds existing from Ontario to Florida and from Massachusetts to Kansas, spectacular Mayan pyramids in the jungles of Mexico, gigantic Olmec stone heads averaging 18 tons, the extraordinary Anasazi cliff dwellings of New Mexico, the Aztec ruins of Central Mexico and the last Inca cities of Peru tell another story of Indian culture complex, urbane, and ancient. While nothing can restore the lost worlds of American Indians, their history and monuments can be rescued from oblivion.

1. Indians of North and Sotuh America - History, Anthropology

   Strengths: An excellent film professionally done. It flows smoothly representing the diversity and greatness of ancient America. Good for all age levels.

   Distributor: Films Incorporated

Indians of Early America

EMC #4713 22 min b & w rent $11

Photographed in locations throughout the U.S. and Canada, re-creating the environment and typical activities of tribes from four major regions---eastern woodlands, midwestern plains, Southwest, and northwest coast. Includes ceremonies attending the death of an Iroquois chief and election of his successor; a Sioux buffalo hunt, pottery making in a pueblo village; and a potlatch ceremony.

First Americans

EMC #8567 color 53 min rent $29

Traces the migrations of early people, the ancestors of the great Indian nations of the Americas---who crossed the Bering land bridge from Siberia and peopled the the Western Hemisphere. Focuses on key archaeological sites (in Siberia, Alaska, the Southwest, Venezuela, Peru, and Chile). Notes that similarities in toolmaking led anthropologists to hypothesize the relationship between the prehistoric Central Asians and those who were to become Native Americans and Eskimos.

ACTIVITY 2

Stone Age Americans

EMC #7876 21 min color rent $17

Visits the cliff dwellings of Indians who lived in Soda Canyon in the Mesa Verde, Colorado. Briefly traces the 13 centuries of their development before drought ended it in 1276. Visits Cliff House, where 400 lived, and Balcony House. Shows how these farmer people constructed their dwellings. The 1,600-year-old mummy of a Stone Age girl, a member of the Basketweavers, is seen. Informative and at times speculative commentary is by a Caucasian couple who guide the audience through the ruins and show various artifacts. For upper elementary and junior high school levels.

Sticks and Stones Will Build a House

EMC #8363 30 min color rent $20

Traces development of American Indian architecture in southwest U.S., from crude pit-houses to use of masonry construction and finally to the great Pueblo period, when sophisticated apartment complexes housing up to 2,000 people were built. Also shows rare footage of attempts to explore ruins in the '20's.

ACTIVITY 3

Power of My Spirit: The American Indian (Sound Filmstrip)

Denoyer-Geppert Audio-Visuals, 1972 2 filmstrips/2 records (avg. 105 frames, 17 min) color

The filmstrips focus on the new Indianism, the movement by urban and reservation Indians to determine their own life-styles in the midst of the dominant American culture. Part of the Indian movement is the rediscovery by young Indians of the wisdom of the old tribal ways. The strips explore this experience with commentaries by several young Indians, who explain the importance of the past---the old traditions, the old languages.

1. Indians of North America - Culture

Strengths: Presents contemporary Indian problems well, creating numerous discussion topics. Holds interest of the audience.

Distributor: Denoyer-Geppert Audio-Visuals

ACTIVITY 3

Native American Arts (16mm - color sound film 20 min)

Free loans and preview-before-purchase---Modern Talking Picture Service, 2323 New Hyde Park Rd., New Hyde Park, N.Y. 11040. Or contact Indian Arts and Crafts Board, Rm. 4004, U.S. Dept. of the Interior, Washington, D.C. 20240

The film is a panoramic survey of the development of Native American artists and their works from prehistoric to contemporary times. Told through prints, illustrations and photographs of people, places and works of art, the film gives a richly varied and vivid impression of the unique historic and contemporary esthetic values, images and traditions that are being vigorously developed throughout the United States by Native American artists working in virtually every art form today.

A major portion of the film shows and discusses the impressive diversity of creative accomplishments and experiments of Native American artists and craftsmen today---not only in painting, sculpture, graphics and fine crafts, but also in literature, music, drama and the dance.

The film postualtes the present and future challenge to make a contribution greater than the sum of the old and the new.

Mighty Warriors

EMC #6842 30 min b & w rent $10

The Plains Indian provided continual harassment throughout the winning of the West. Shows victory over the Indian as bloody, savage, and costly for the White settlers. Familiar battles, such as the Little Big Horn, the Sand Creek Massacre, and the Fetterman Massacre, are depicted in light of the facts, and it is pointed out that Americans are indebted to the Indian for a great amount of agriculture, military, and political knowledge.

Way of Our Fathers

EMC #8176 33 min color rent $23

Members of several Northern California Indian tribes depict unique elements of a way of life as it flourished before the imposition of a foreign culture. The consequences of becoming a conquered and victimized people in one's own land are explored, such as the destruction of a self-concept and the loss of cultural heritage and identity by conventional white-oriented educational programs. Several Native American teachers discuss historical methods of Indian education and ways in which both methods and content might be incorporated in the mainstream of American education to benefit not only Indian but all children.

ACTIVITY 3

1. Ecology

West and the Wind Blowing

EMC #6871 30 min b & w rent $10

Scenes of America's remaining beauty and unspoiled landscapes, with a commentary consisting mainly of modern poetry but including an Indian epic and several other Indian poems. Asks what we have done to the land and whether we will aloow it to fulfill its promise of beauty.

Grand Canyon

EMC #6916 color 26 min rent $20

Based on the writing of Joseph Wood Krutch, depicting the natural heritage of the West, basic geography of the canyon, conservation of natural beauty, and "primitive" Indian culture. Contrasting footage juxtaposes "primitive" and modern life in its treatment of the Havasupai Indian tribe...Ends with a look at man's well-intentioned but destructive tampering with nature.

Home

EMC #8 24 color 20 min rent $19

As a speech addressed to the U.S. government by Chief Seattle of the Duwanish tribe, circa 1859, is read in translation, scenes depict the present day pollution and despoliation of America's heritage of natural beauty. Chief Seattle's words are heartbreakingly poignant and prophetic as he says, "If we sell you our land, you must remember it is sacred and you must teach your children it is sacred." When he states repeatedly, "I am a savage and do not understand," the irony is overwhelming, for on the screen is conclusive evidence of the destructive attitudes and way of life of those to whom he is speaking---which raises the crucial question of who is "civilized" and who is "barbaric."

Prairie Killing

EMC #7859 color 30 min rent $20

Describes how Indians lived in equilibrium with the prairie, and how the White man has changed the environment. Recalls virtual annihilation of buffalo, and shows how ranchers are poisoning coyotes and prairie dogs. Notes current change in attitude toward preserving ecological chain of life.

ACTIVITY 3

The American Indian Influence on the United States (Motion Picture)

Dana Productions, 1972 20 min 16mm sound color

This film depicts how life in the United States today has been influenced by the American Indian---economically, sociologically, philosophically, and culturally. For example, half of the food of the world originally comes from the American Indian. Tobacco and cotton, two of the major industries of the U.S., are derived from the Indians. The Iroquois Constitution had a great influence on our colonial statesmen in forming our constitution.

1. Indians of North America - Influences of

Strengths: A lively film that holds your attention well; good for all ages; brings out pride in the heritage of the Native Americans. The theme of the movie comes through well.

Weaknesses: The women dancers in the film are contemporary additions to the dances; women did not participate, in general, to a great extent in rituals. The costumes are also contemporary in many instances, i.e., turquoise was not part of the costumes of the Northwest.

Distributor: Dana Productions

ACTIVITY 4

Selected Films and Filmstrips on Four Ethnic American minorities (a catalog of recommended materials) $2.00 Payable to Box E. Order from Box E, School of Education, Stanford University, Stanford, CA 94305

Black History: Lost, Stolen or Strayed

EMC #7439 54 min b & w rent $19

Bill Cosby guides us through a history of the attitudes---Black and White---that have shaped the life of the Black American. Explores the complex feelings that Black and White people have for each other, discusses Black achievements that went unrecorded in American history, and reviews the traditional nonrecognition of Africa's influence in Western culture. Concludes by pointing out Hollywood's Negro stereotype, deeply rooted in American consciousness.

I am Joaquin

EMC #7909 20 min col rent $19

Dramatizes Corky Gonzales' historical poem of the Chicano people's experience and achievements. Includes conquest of Mexico and revolutionary struggles there, the farm workers' movement led by Cesar Chavez, and Chicano students and community groups organizing for equality and civil rights. Produced by El Teatro Campesino, a Chicano theater company that grew out of the Delano grape strike.

Storm of Strangers

EMC #8268 27 min rent $13

An intimate sociological history of change in the melting pot of New York City. Accompanied by evocative still photographs, an elderly Jewish immigrant reminisces about the poverty and degradation that characterized his life on New York's Lower East Side. Realizing that by becoming assimilated he is now part of the problem confronting other minorities, he comments sympathetically on the similar---though greater---problems faced by the later Black and Puerto Rican arrivals.

Faces of Chinatown

EMC #6467 27 min b & w rent $7

Moving story of Chinese immigrants in San Francisco during the period 1877-1911. Hundreds of rare historical photographs help relate story of early Chinatown during Bonanza days: Dennis Kearney, who demanded "The Chinese must go!"; Fong Ching, a tong chief who was virtually king of Chinatown; San Quentin "mug shots" of the infamous hatchet man, Little Pete; and Donaldina Cameron, a crusading woman who was devoted to the single-handed destruction of the slave trade.

ACTIVITY 5

FILMS:

Man and his Culture

Extension Media Center (EMC) #2665 15 min rent $8 b & w

Shows how earth might appear to visitors from another planet. Examines many different cultures and the reasons for the differences among them, as well as things most cultures have in common, and ways in which cultures are transmitted from one generation to the next.

Time of Man

EMC #8643 col 50 min rent $27

Surveys animal species and several "primitive" human cultures that have survived or perished according to their ability to adapt to their environment. Suggests that all people are slowly moving toward a monolithic technological culture that views nature as an enemy.

FILMS:

Four Families

EMC #5590 60 min b & w rent $23

McGraw-Hill (2 parts) 30 min each rent $14, $25 both

... Comparison of family life in India, France, Japan and Canada. Dr. Margaret Mead discusses how the upbringing of children contributes to a distinctive national character. Center of attention in each case is a year old child of a farmer of average means.

Three Fishermen

EMC #7744 Comparison Series 28 min b & w rent $11

Compares three fishermen living in Greece, Thailand, and Canada. Shows their common bond with the sea, their nets, lines, and lobster pots. Also shows how national traditions strongly influence their lives away from the sea.

ACTIVITY 5

Bathing Babies in Three Cultures

EMC #8087 9 min b & w rent $7 (Character formation in different cultures series)

Comparative study of the interplay between mother and child in three different settings---the Sepik River in New Guinea, a modern American bathroom, and a mountain village in Bali. Produced by Gregory Bateson and Margaret Mead.

Three Grandmothers

EMC #6621 28 min b & w rent $14
McGraw-Hill rent $14, sale $200

A glimpse into the lives of three grandmothers: in an African village compound in Nigeria; in a hill city in Brazil; and in a rural community in Manitoba...each finds in her declining years abundant purpose, usefulness, wisdom, and respect.

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Margaret Mead, *People and Places**

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*We recommend making these books available for student use.